ECED 3173 – ESL Methods and Materials DX1/X20
Non-Certification Majors

Midwestern State University
Gordon T. & Ellen West College of Education
Spring 2024 Online

Professor Information

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** Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you.

Instructor Response Policy

Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-F

Required Reading

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

Course/Catalog Description

ECED 3173 ESL Methods and Materials: Curriculum, methods and materials for teaching English as a Second Language.

WCoE Conceptual Framework

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.

Objectives

1. Students will learn the theoretical basis of language and language acquisition competencies.
2. Students will learn theories of cognitive development in ESL contexts.
3. Students will learn language development and language acquisition models and models for instruction in ESL contexts.
4. Students will acquire linguistic knowledge of English for L2 (English).
5. Students will explore strategies of first- and second-language acquisition to promote students' English language development.
6. Students will plan and implement effective and appropriate ESL instruction using factors that affect ESL students' learning, language and culture.
7. Students will use a variety of classroom organization techniques, program models, and teaching strategies to integrate language skills.
8. Students will understand formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs.
9. Students will be exposed to standards-based procedures used with ESL students.
10. Students will learn about family and community involvement trends that contribute to an effective English learning environment.

Assessment

Students will demonstrate mastery of these standards by their participation in class, reading reflections, a multicultural book project, and the completion of a teaching portfolio

Grading Procedures
Grades
A 90 – 100%   Work is outstanding and exemplary
B 80 – 89%   Work that is above the minimum requirements

Grades

C 70 – 79%	Work meets expected level of performance for most students
D 60 – 69%	Work that falls short of minimum criteria
F 59% or below	Work that falls well below the expected level of performance for most students

Assignments

1. Student Engagement and Chapter Assignments 10%

You are expected to read assignments and modules, and to actively participate in group discussions and complete all work for each module.

2. Reading Summary/Reflection Paper   20%

You must respond to the Meeting the Needs of Second Language Learners textbook (available on PDF in D2L) in a summary paper. The paper must contain the key ideas of the chapters read for that evenings readings, what was square with my thinking, something that related to your own ideas, something pointed out to me, new that you learned and something still circling in my head, that you have a question about.

3. Multicultural Book Project 20%

You are required to select and read one multicultural children's/youth book during the semester (approved by the professor). This should also be a book that you believe will inspire/encourage ESL students to overcome language and cultural barriers. You create a presentation of the book using a form of technology (PowerPoint, google slides, Prezi, etc.) including the following areas:

- Summary of the book with an explanation of the author and illustrator
- Explanation of 3 outside critiques of the book
- Which groups/individuals are included in the book? How are they represented?
- How could this book be used in the classroom for content area instruction?
- How would this book be a motivator in reading activities for ELLs?

4. ELL Portfolio 40%

You will prepare a portfolio demonstrating your knowledge of ESL methods and your ability to plan appropriate instruction for CLD students. Your portfolio should contain the following items:

Part I: English Language Proficiency Standards

Part II: Instructional Strategies for English Language Learners

Part III: Sheltered Instruction Observation Protocol Lesson Plan
Part IV: Instructional Strategy Review

5. IRIS Module: Teaching English Language Learners: Effective Instructional Practices 10%

Students will be required to go through each section the challenge, initial thoughts, perspectives and resources, the wrap up, and then go to the assessment and answer the five questions. The answers will be submitted through D2L.

Attendance Policy

You are expected to complete all coursework and fully participate in the online course.

Other Class Policies

- Disability Support – As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.
- Academic Honesty Policy – Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.
- Professionalism Policy – Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
- Late Assignment Policy – Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
- Americans with Disabilities Act-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil

rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.

- Plagiarism Statement-"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, authenticity, and educational purposes." from Student Handbook

- Campus Carry-Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit Campus Carry.

- Active Shooter- 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."*

- Smoking/Tobacco Policy
- College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.
- Alcohol and Drug Policy- To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any

university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

- Change of Schedule-A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

- Refund and Repayment Policy-A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

- Services for Students with Disabilities- In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Inclement Weather- In the case of campus closure due to inclement weather, key decision-makers will monitor weather projections and communicate with local news agencies and WFISD leadership to make a delay or cancellation decision. Notification occurs through official campus channels and in communication with the local news networks. MSU channels include MSU Alert, MSU Safety app, Postmaster, and website

headers. MSU Police and the Office of Marketing and Public Information. Information for all channels can be found at MSU Ready. This online course will continue as scheduled, but if assessment deadlines coincide with the closure dates, deadline will be delayed until after the campus reopens.The timeline is as follows:

Event	Time	Day	Decision
Inclement weather occurs during regular work/class day	3:30 PM	Day of inclement weather	Cancel classes/events after 5 PM
Overnight inclement weather expected	8 PM	Day before inclement weather	Close campus or delay opening
Delay called the day before but change to closure due to the extent of weather impact	6:15 AM	Day of delay	Close campus
No cancellation or delay decision made the night before	5:30 AM	Day after no decision made the night before	Close campus or delay opening

Please 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.

References/ Scientifically-Based Research/Additional Readings

Midwestern State University. *Midwestern State University Undergraduate Catalog*, MSU Catalog

Midwestern State University. *Mustangs Midwestern State University Student Handbook*. Student Handbook

Reading Rockets Evidence Based Practices

High Leverage Practices

ELL strategies-best-practices

Barnes, E. M., Grifenhagen, J. F., & Dickinson, D. K. (2016). Academic Language in Early Childhood Classrooms. *Reading Teacher*, *70*(1), 39–48.

https://doi.org/10.1002/trtr.1463

Díaz-Rico, L. T. (2018). *The crosscultural, language, and academic development handbook: A complete K-12 reference guide* (6th ed.). Boston: Pearson/Allyn and Bacon.

Krashen, S. D. (1982). *Principles and practice in second language acquisition.* Oxford: Pergamon Press.

Kwon, J., Ghiso, M. P., & Martínez-Álvarez, P. (2019). Showcasing transnational and bilingual expertise: A case study of a Cantonese-English emergent bilingual within an after-school program centering Latinx experiences. *Bilingual Research Journal, 42*(2), 164–177. https://doi.org/10.1080/15235882.2019.1589605

HerrEB/EL, A. L. & Jordan, M. (2020). *50 strategies for teaching English language learners* (6th ed.). Boston: Pearson.

Freeman, D. E., Freeman, Y. S., & Soto, M. (2021). *Between worlds: Second Language Acquisition in Changing Times.* Portsmouth, NH: Heinemann.

Linares, R. E. (2022). Factors shaping bilingual and esl teachers' perceptions of successes and barriers in meeting emergent bilingual students' needs. Journal of Latinos and Education, 1-18, 1–18. https://doi.org/10.1080/15348431.2022.2122974

Appendix A: Standards/Competencies

1. Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Student Engagement and Chapter Assignments	1,5,8,10	TTS1; ESL Standard 1,2,3,5,6, 7; ESL Comp 1,2,9
Reading Summary/Reflection Paper	1,2,3,4,5	ESL Standard 1,2,3, 5, 7; ESL Comp 9,10
Multicultural Book Project	6	TTS1; ESL Standard 2, 4, 5; ELPS
ELL Portfolio	1,2,3,4,5,6,7,8,9	TTS1; ESL Standard 1,2,3,4,5,6,7; ESL Comp 1,2,3,4,5,6,7
IRIS Module: Teaching English Language Learners: Effective Instructional Practices	1,2,3,4,5	TTS1; ESL Standard 1,2,3,5,7; ESL Comp 1,2

Appendix B: Texas Standards for Educator Prep Programs and Course Alignment

Texas Teaching Standards

(1) 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.

English as a Second Language Standards

Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

English as a Second Language Supplemental Domains and Competencies

Domain I—Language Concepts and Language Acquisition

Competency 001—The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

The beginning ESL teacher:

1. Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.

2. Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students' English-language proficiency.

3. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students' English-language proficiency.

4. Knows the structure of the English language (e.g., word formation, grammar, vocabulary and syntax) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards (ELPS).

Competency 002—The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

The beginning ESL teacher:

1. Knows theories, concepts and research related to L1 and L2 acquisition.
2. Uses knowledge of theories, concepts and research related to L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English-language development at various stages.
3. Knows cognitive processes (e.g., memorization, categorization, generalization, metacognition) involved in synthesizing and internalizing language rules for second-language acquisition.
4. Analyzes the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2.
5. Knows common difficulties (e.g., idiomatic expressions; L1 interference in syntax, phonology and morphology) experienced by ESL students in learning English and effective strategies for helping students overcome those difficulties.

Domain II—ESL Instruction and Assessment

Competency 003—The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.

The beginning ESL teacher:

1. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the domains of listening, speaking and reading and writing.
2. Knows effective instructional methods and techniques for the ESL classroom, and selects and uses instructional methods, resources and materials appropriate for addressing specified instructional goals and promoting learning in students with diverse characteristics and needs.
3. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students' communicative competence.
4. Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.
5. Applies effective classroom management and teaching strategies for a variety of ESL environments and situations.

Competency 004—The ESL teacher understands how to promote students' communicative language development in English.

The beginning ESL teacher:

1. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the listening and speaking domains.

2. Understands the role of the linguistic environment and conversational support in second-language development, and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.

3. Applies knowledge of practices, resources and materials that are effective in promoting students' communicative competence in English.

4. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students' oral language proficiency in English in accordance with the ELPS.

5. Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.

6. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in listening and/or speaking in accordance with the ELPS.

7. Knows how to provide appropriate feedback in response to students' developing English-language skills.

Competency 005—The ESL teacher understands how to promote students' literacy development in English.

The beginning ESL teacher:

1. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level

descriptors for the beginning, intermediate, advanced and advanced-high levels in the reading and writing domains.

2. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students' literacy in English.

3. Understands that English is an alphabetic language and applies effective strategies for developing ESL students' phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).

4. Knows factors that affect ESL students' reading comprehension (e.g., vocabulary, text structures, cultural references) and applies effective strategies for facilitating ESL students' reading comprehension in English.

5. Applies knowledge of effective strategies for helping students transfer literacy knowledge and skills from L1 to L2.

6. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading, and/or writing in accordance with the ELPS.

7. Knows personal factors that affect ESL students' English literacy development (e.g., interrupted schooling, literacy status in the primary language, prior literacy experiences) and applies effective strategies for addressing those factors.

Competency 006— The ESL teacher understands how to promote students' content-area learning, academic-language development and achievement across the curriculum.

The beginning ESL teacher:

1. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction that is linguistically accommodated (communicated, sequenced and scaffolded) to the students' levels of English language proficiency; engaging students in critical thinking; and developing students' cognitive-academic language proficiency across content areas.

2. Knows instructional delivery practices that are effective in facilitating ESL students' application of various learning strategies (e.g., preteaching key vocabulary; helping students apply familiar concepts from their cultural backgrounds and prior experiences to new learning; using metacognition, using hands-on and other experiential learning strategies; using realia, media and other visual supports [graphic organizers] to introduce and/or reinforce concepts) across content areas.

3. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students' cognitive-academic language development and content-area learning.

4. Knows personal factors that affect ESL students' content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

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.

The beginning ESL teacher:

1. Knows basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency).

2. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.

3. Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.

4. Knows state-mandated Limited English Proficient (LEP) policies, including the role of the Language Proficiency Assessment Committee (LPAC), and procedures for implementing LPAC recommendations for LEP identification, placement and exit.

5. Understands relationships among state-mandated standards, instruction and assessment in the ESL classroom.

6. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

Domain III—Foundations of ESL Education, Cultural Awareness and Family and Community Involvement

Competency 008—The ESL teacher understands the foundations of ESL education and types of ESL programs.

The beginning ESL teacher:

1. Knows the historical, theoretical and policy foundations of ESL education and uses this knowledge to plan, implement and advocate for effective ESL programs.

2. Knows types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals and research findings on their effectiveness.

3. Applies knowledge of the various types of ESL programs to make appropriate instructional and management decisions.

4. Applies knowledge of research findings related to ESL education, including research on instructional and management practices in ESL programs, to assist in planning and implementing effective ESL programs.

Competency 009— The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.

The beginning ESL teacher:

1. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).

2. Knows how to create an effective multicultural and multilingual learning environment that addresses the affective, linguistic and cognitive needs of ESL students and facilitates students' learning and language acquisition.

3. Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

4. Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.
5. Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

Competency 010— The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

The beginning ESL teacher:
1. Applies knowledge of effective strategies advocating educational and social equity for ESL students (e.g., participating in LPAC and Admission, Review and Dismissal [ARD] meetings, serving on Site-Based Decision Making [SBDM] committees, serving as a resource for teachers).
2. Understands the importance of family involvement in the education of ESL students and knows how to facilitate parent/guardian participation in their children's education and school activities.
3. Applies skills for communicating and collaborating effectively with the parents/guardians of ESL students in a variety of educational contexts.
4. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.

English Language Proficiency Standards
a) Introduction.

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

(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic

language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

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

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

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

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

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

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

(3) provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of this section in a manner that is linguistically accommodated to help the student acquire English language proficiency; and

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

These ELLs require focused, targeted, and systematic second language acquisition instruction to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.

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

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: (A) use prior knowledge and experiences to understand meanings in English; (B) monitor oral and written language production and employ self-corrective techniques or other resources; (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary; (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known); (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment; (F) use accessible language and learn new and essential language in the process; (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level

of English language proficiency. The student is expected to: (A) distinguish sounds and intonation patterns of English with increasing ease; (B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters; (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions; (D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed; (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language; (F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment; (G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar; (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and (I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

 (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: (A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible; (B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication; (C) speak

using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired; (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency; (E) share information in cooperative learning interactions; (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments; (G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics; (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired; (I) adapt spoken language appropriately for formal and informal purposes; and (J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

  (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: (A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words; (B) recognize directionality of English reading such as left to right and top to bottom;
 (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials; (D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text; (E) read linguistically

accommodated content area material with a decreasing need for linguistic accommodations as more English is learned; (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language; (G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs; (H) read silently with increasing ease and comprehension for longer periods; (I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs; (J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and (K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level need.

(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English; (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary; (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired; (D) edit

writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired; (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe *s*) correctly; and (iii) using negatives and contractions correctly. (F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.

(d) Proficiency level descriptors.

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

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

 (2) Speaking, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction. (A) Beginning. Beginning ELLs have little or no ability to speak English in academic and social settings. These students: (i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate;(ii) speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts; (iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material; (iv) exhibit second

language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material; and (v) typically use pronunciation that significantly inhibits communication. (B) Intermediate. Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students (i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning; (ii) speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail; (iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense; (iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English; and (v) use pronunciation that can usually be understood by people accustomed to interacting with ELLs. (C) Advanced. Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings. These students: (i) are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning; (ii) discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics; (iii) have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features; (iv) make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions; and (v) may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs. (D) Advanced high. Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings. These students: (i) are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses; (ii) communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or

academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers; (iii) can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers; (iv) make few second language acquisition errors that interfere with overall communication; and (v) may mispronounce words, but rarely use pronunciation that interferes with overall communication.

(3) Reading, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent readers. (A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational reading skills. These students: (i) derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are: (I) read in short "chunks;" (II) controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced; and (III) accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech; (ii) begin to recognize and understand environmental print in English such as signs, labeled items, names of peers, and logos; and (iii) have difficulty decoding most grade-appropriate English text because they: (I) understand the meaning of very few words in English; and (II) struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English. (B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students: (i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include: (I) predictable story lines; (II) highly familiar topics; (III) primarily high-frequency, concrete vocabulary; (IV) short, simple sentences; and (V) visual and linguistic supports; (ii) regularly recognize and understand common environmental print in English such as signs, labeled items, names of peers, logos; and (iii) have difficulty decoding grade-appropriate English text because they: (I) understand the meaning of only those English words they hear frequently; and (II) struggle

with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English. (C) Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students: (i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning; (ii) recognize some basic English vocabulary and high-frequency words in isolated print; and (iii) with second language acquisition support, are able to decode most grade-appropriate English text because they: (I) understand the meaning of most grade-appropriate English words; and(II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English. (D) Advanced high. Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills. These students: (i) demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English; (ii) with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers; and (iii) with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers.

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

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

minimal second language acquisition support, grade-appropriate English used in academic and social contexts. These students: (i) read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used; (ii) generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression; (iii) are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text; and (iv) are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.

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

 (i) know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English; (ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English; (iii) express themselves meaningfully in self-generated, connected written

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

(6) Writing, Grades 2-12. ELLs in Grades 2-12 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction. (A) Beginning. Beginning ELLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully. These students: (i) have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction; (ii) lack the English necessary to develop or demonstrate elements of grade-appropriate writing such as focus and coherence, conventions, organization, voice, and development of ideas in English; and (iii) exhibit writing features typical at this level, including: (I) ability to label, list, and copy; (II) high-

frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate; (III) present tense used primarily; and (IV) frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs. (B) Intermediate. Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way. These students: (i) have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction; (ii) are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English; and (iii) exhibit writing features typical at this level, including: (I) simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English; (II) high-frequency vocabulary; academic writing often has an oral tone; (III) loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning; (IV) repetition of ideas due to lack of vocabulary and language structures; (V) present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies; (VI) undetailed descriptions, explanations, and narrations; difficulty expressing abstract ideas; (VII) primary language features and errors associated with second language acquisition may be frequent; and (VIII) some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to ELL writing. (C) Advanced. Advanced ELLs have enough English vocabulary and command of English language (i) are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction; (ii) know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar; and (iii) exhibit writing features typical at this level, including: (I) grasp of basic verbs, tenses, grammar features, and

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