



Correlations

to the

Texas ELPS

(English Language Proficiency Standards)

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Domain: Learning Strategies

| <u>ELPS Code</u> | <u>NYC English</u> |
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| <i>Click links below for standards details</i> | A supplementary program for English language learners |
| <u>1.A</u> | <ul style="list-style-type: none"> ❖ Beginner Themes: 1-4, 6, 11, 13-15, 17, 18, 20, 25, 28, 30 Intermediate Themes: 1, 3, 4, 9-12, 14-17, 20, 25-30 Advanced Themes: 1-7, 10, 13, 15, 16, 18, 21, 26 |
| <u>1.B</u> | <ul style="list-style-type: none"> ❖ For teacher monitoring of oral language as well as self-corrective techniques, NYC English has a student practice, record, playback, and submit feature - available in all of the themes of <i>Beginner, Intermediate, Advanced Levels</i> ❖ For teacher monitoring of written language NYC English has a variety of cloze exercises in <i>Beginner Level</i> and 46 writing prompts in <i>Intermediate, Advanced Levels</i> - including an internal email system for teacher feedback to writing assignments |
| <u>1.C</u> | <ul style="list-style-type: none"> ❖ Strategic learning techniques are incorporated into all of the NYC English <i>Beginner, Intermediate, Advanced Level</i> themes which include 165 exercises in a variety of formats. Samples are concept-mapping (<i>Beginner Theme 21, Intermediate Theme 7</i>); drawing (<i>Beginner Theme 22, Intermediate Theme 7</i>); memorizing (<i>Beginner Theme 2, Intermediate Theme 14, Advanced Theme 22</i>); comparing (<i>Beginner Theme 4, Intermediate Theme 26</i>); contrasting (<i>Beginner Theme 5, Intermediate 11, Advanced Theme 1</i>); reviewing (<i>Beginner Theme 10, Intermediate Theme 27, Advanced Theme 13</i>) |
| <u>1.D</u> | <ul style="list-style-type: none"> ❖ Learning strategies include the following samples: requesting assistance (<i>Beginner Theme 9, Intermediate Theme 8, Advanced Theme 23</i>); non-verbal cues and gestures are in all of the NYC English themes and an example is (<i>Beginner Theme 7, Intermediate Theme 18</i>); synonyms and circumlocution (<i>Beginner 10, 23, Intermediate 5, Advanced 14</i>) |
| <u>1.E</u> | <ul style="list-style-type: none"> ❖ Speaking is NYC English’s forte as an instructional supplement. All of the themes in the program emphasize basic speaking activities. Examples of academic speaking instruction include (<i>Beginner 5, Intermediate 10, Advanced 25</i>) ❖ Pre-writing word observation and analysis (<i>Beginner Theme 7</i>, advances to cloze exercises (<i>Beginner 20</i>) and typing exercises (<i>Beginner 18</i>) and transitions to actual writing assignments starting in (<i>Intermediate 4</i>). Tangential applications examples of academic writing can be found in (<i>Beginner 16, Intermediate 26, Advanced 28</i>) |
| <u>1.F</u> | <ul style="list-style-type: none"> ❖ NYC English has both standard as well as innovative accessible language acquisition supports throughout all of the program. These include: a unique, infinite line-by-line repetition feature; pictures; drawings; slower clearly enunciated English text; gestures; videos with young multi-ethnic adults speaking American English; there is no digital English in the program; the ELL listens to NYC English instruction, then records and listens to his/her own voice speaking American English, submits recordings to the teacher and waits for feedback |
| <u>1.G</u> | <ul style="list-style-type: none"> ❖ Some themes that address formal and informal English are found in (<i>Beginner 3, Intermediate 5, Advanced 21</i>) |
| <u>1.H</u> | <ul style="list-style-type: none"> ❖ Some NYC English theme topics requiring reasoning are (<i>Beginner 4, 14, Intermediate 12, 21, Advanced 14, 25</i>) ❖ Language Pattern training occurs in (<i>Beginner 4, Intermediate 28, Advanced 14</i>) ❖ Sayings and Expressions are found in (<i>Beginner 1, Intermediate 5, Advanced 1</i>) |

Domain: Listening

| <u>ELPS Code</u> | <u>NYC English</u> |
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| <i>Click links below for standards details</i> | A supplementary program for English language learners |
| <u>2.A</u> | <ul style="list-style-type: none"> ❖ English sounds and intonation are presented in a scaffolded development process from Beginner Level Theme One through Advanced Level Theme 30. A unique language acquisition support includes an infinite line-by-line repetition feature. The ELL listens to instruction, then records and listens to his/her own voice speaking American English. |
| <u>2.B</u> | <ul style="list-style-type: none"> ❖ NYC English introduces the phonetic sounds of American English contextually as the ELL listens to conversational English in a “natural” and strongly supported sequence for acquiring language. The program reinforces other methods of phonetic instruction |
| <u>2.C</u> | <ul style="list-style-type: none"> ❖ Learning new language structures, expressions, basic, and academic vocabulary are integral in NYC English. Here are a few examples pertaining to classroom vocabulary: <ul style="list-style-type: none"> ➢ language structures (<i>Beginner 4, Intermediate 28, Advanced 14</i>) ➢ expressions (<i>Beginner 1, Intermediate 5, Advanced 1</i>) ➢ basic vocabulary (All of the themes in the program emphasize basic speaking activities) ➢ academic vocabulary (<i>Beginner 5, Intermediate 10, Advanced 25</i>) |
| <u>2.D</u> | <ul style="list-style-type: none"> ❖ For monitoring of oral language as well as self-corrective techniques NYC English has a student practice, record, playback, and submit feature - available in all of the themes of <i>Beginner, Intermediate</i> and <i>Advanced Levels</i> ❖ Teachers can display videos, without text, onto a smartboard and monitor class participation during listening activities |
| <u>2.E</u> | <ul style="list-style-type: none"> ❖ Visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language in NYC English can be found in (<i>Intermediate Themes 16-30, Advanced Themes 1-30</i>) Language acquisition supports in the program also include a unique, infinite line-by-line repetition feature; pictures; drawings; slower clearly enunciated English text; gestures; videos with young multi-ethnic adults speaking American English |
| <u>2.F</u> | <ul style="list-style-type: none"> ❖ NYC English is a browser-based program and has hundreds of real-life video scenarios embedded in the content for the ELL to hear, to derive meaning, to build and reinforce concept and language attainment (<i>All of the NYC English Levels and Themes</i>) |
| <u>2.G</u> | <ul style="list-style-type: none"> ❖ NYC English has a broad range of themes some of which the ELL may have some prior experience to those that expand their knowledge to new depths (“Familiar” <i>Beginner Themes 2, 18, 28, Intermediate Themes 11, 16, Advanced Themes 3, 6</i>) (“Unfamiliar” <i>Beginner Themes 21, 22, Intermediate Themes 9, 22, Advanced Themes 22, 27</i>) |
| <u>2.H</u> | <ul style="list-style-type: none"> ❖ NYC English increases understanding of complex spoken language commensurate with grade-level learning expectations for main points, important details, and implicit information during social and instructional interactions in (<i>Advanced Themes 15-30</i>) |
| <u>2.I</u> | <ul style="list-style-type: none"> ❖ The procedure used for the ELL to progress in comprehension skills is to follow directions, retell spoken messages, in lesson/module exercises the ELL responds to questions and requests of the mentor in each of the lessons/modules (<i>All of the Beginner, Intermediate and Advanced Themes</i>), to collaborate with peers (<i>Intermediate Themes 3, 21, Advanced Theme 29</i>) NYC English provides topics that can be used in teacher-directed activities for taking notes commensurate with content and grade-level needs |

Domain: Speaking

| <u>ELPS Code</u> | <u>NYC English</u> |
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| <i>Click links below for standards details</i> | A supplementary program for English language learners |
| <u>3.A</u> | ❖ NYC English introduces American English phonetic sounds contextually for new spoken English vocabulary in a “natural”, supported language acquisition sequence. The program reinforces other methods of phonetic instruction (<i>Beginner Themes 19, 20</i>), <i>Intermediate Themes 22-25</i> , <i>Advanced Themes 2, 4, 5, 7-9, 16-26</i>) |
| <u>3.B</u> | ❖ NYC English incorporates high-frequency words to expand and internalize initial English vocabulary for: identifying and describing people, places, and objects (<i>Beginner Themes 1, 3-5, 7-9, 12, 14, 15, 18-20, 22, 23, 27</i>), (<i>Intermediate Themes 1, 5-8, 14, 16, 20, 22-25</i>), (<i>Advanced Themes 2, 5, 9-12, 14-20, 23, 25, 26</i>); by retelling stories and information supported by pictures (<i>Beginner Themes 18, 23</i>), (<i>Intermediate Themes 4, 10, 11, 13, 15, 22, 23, 25, 27, 30</i>), (<i>Advanced Themes 2-5, 7, 11, 14, 16, 17, 19-21, 23, 25, 28, 29</i>); and using routine classroom language (<i>Beginner Themes 7, 10, 16, 19, 24</i>), (<i>Intermediate Themes 4, 5, 21-23, 25-30</i>), (<i>Advanced Themes 4, 8, 11-15, 21, 22, 24-26, 28, 30</i>) |
| <u>3.C</u> | ❖ NYC English themes presenting instruction in speaking with increasing accuracy and ease using grammatical structures are: (<i>Beginner Themes 4-14, 20-30</i>), (<i>Intermediate Themes 2, 3, 16, 18, 28-30</i>), (<i>Advanced Themes 1-4, 6, 9, 14-20, 21-30</i>) |
| <u>3.D</u> | ❖ NYC English videos depicting young, multi-ethnic Americans in real-life scenarios model academic vocabulary in the following levels and content areas: <ul style="list-style-type: none"> ➢ <i>Beginner Theme 13</i> (science), <i>Beginner Themes 2, 10, 16</i> (math), <i>Beginner Theme 3</i> (social studies/geography), <i>Beginner Themes 2, 4-16</i> (English grammar) ➢ <i>Intermediate Themes 14, 15, 26-30</i> (science), <i>Intermediate Themes 8, 9, 21</i> (math), <i>Intermediate Themes 10, 25</i> (social studies/geography) <i>Intermediate Themes 3, 4, 10-30</i> (English grammar) ➢ <i>Advanced Themes 9, 19, 20, 25</i> (science) <i>Advanced Themes 13</i> (math) <i>Advanced Themes 28-30</i> (social studies/geography) <i>Advanced Themes 1-30</i> (English grammar) |
| <u>3.E</u> | ❖ Directions for language acquisition practice with a peer are interspersed in NYC English themes. Some instances are: (<i>Intermediate Themes 3, 21</i>), (<i>Advanced Theme 29</i>) |
| <u>3.F</u> | ❖ Instruction for asking and giving directions is accomplished by teaching pronunciation, grammatical function, and correct usage of pronouns, articles, and prepositions. This provides the ELL three (3) avenues to practice acquisition of high-frequency vocabulary. The program also supports other high-frequency instructional methods (<i>Beginner Themes 1-30, Intermediate Themes 1-30, Advanced Themes 1-30</i>) |
| <u>3.G</u> | ❖ NYC English focuses on conversational English to improve and expand concrete to abstract expressions of social and grade-appropriate academic topics. The program’s <i>Beginner Level Themes</i> through the <i>Advanced Level Themes</i> are in a scaffolded design |
| <u>3.H</u> | ❖ The program provides the ELL a foundation for oral presentations through use of a record/playback/submit feature which the teacher reviews, then emails feedback to the ELL |
| <u>3.I</u> | ❖ NYC English models accepted formal and informal speech for the ELL throughout the program. Examples of direct instruction are: (<i>Beginner Theme 3</i>), (<i>Advanced Theme 21</i>) |
| <u>3.J</u> | ❖ Print, audio, electronic, and visual media content are used by the ELL to build and reinforce oral concept and language attainment through the listen/practice/record/submit feature available throughout all of the themes in the program |

Domain: Reading

| <u>ELPS Code</u> | <u>NYC English</u> |
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| <i>Click links below for standards details</i> | A supplementary program for English language learners |
| 4.A | <ul style="list-style-type: none"> ❖ Some themes with phonetic and decoding skills of the English language including sound/letter relationships, cognates, affixes roots/base words are: (<i>Beginner Themes 19, 20</i>), (<i>Intermediate Themes 22-25</i>), (<i>Advanced Themes 2, 4, 5, 7-9, 16-26</i>) |
| 4.B | <ul style="list-style-type: none"> ❖ In a “learn by doing” approach the ELL recognizes directionality of English reading from left to right and top to bottom by repetition of NYC English text with or without audio support (<i>Beginner Themes 1-30</i>), (<i>Intermediate Themes 1-30</i>), (<i>Advanced Themes 1-30</i>) |
| 4.C | <ul style="list-style-type: none"> ❖ Content for basic sight vocabulary is in: <ul style="list-style-type: none"> ➤ <i>Beginner Themes 5-9, 11, 12, 18-30, Intermediate Themes 4, 5</i> ❖ Content for environmental print is in: <ul style="list-style-type: none"> ➤ <i>Beginner Themes 2, 3, 9-12, 21, 24, 25, 30, Intermediate Themes 6-8, 22</i> ❖ Content for vocabulary structures used routinely in written classroom materials is in: <ul style="list-style-type: none"> ➤ <i>Beginner Theme 2-16, Intermediate Themes 3, 4, 8-30, Advanced Themes 1-30</i> |
| 4.D | <ul style="list-style-type: none"> ❖ Graphic organizers and illustrations to enhance the comprehension of written text are in the overview lesson/module at the beginning of each theme: (<i>Beginner Themes 2, 6, 8, 11, 16, 18, 22, 24, 28</i>), (<i>Intermediate Themes 2, 7, 9</i>), (<i>Advanced Themes 3, 4, 9, 10, 12, 13, 23-26, 28</i>) ❖ Keywords for each module/lesson in all of the themes are available in advance for teacher use prior to individual or class engagement in the lesson |
| 4.E | <ul style="list-style-type: none"> ❖ Availability to use the native language translation ceases at <i>Intermediate Level Theme 16</i>. The teacher can disable the translator feature at any point in the program |
| 4.F | <ul style="list-style-type: none"> ❖ NYC English videos feature simultaneous print and audio to enhance, confirm, and develop background knowledge, grasp of language structures, and need to comprehend increasingly challenging language are a visual and contextual support for the ELL. The skill level/grade appropriateness of the theme assignments can be determined by the teacher |
| 4.G | <ul style="list-style-type: none"> ❖ NYC English grade-appropriate partner/shared reading activities may be reapplied as a teacher-guided activity ❖ Themes incorporating retelling or summarizing stories and information are found in: (<i>Beginner Themes 18, 23</i>), (<i>Intermediate Themes 4, 10, 11, 13, 15, 22, 23, 25, 27, 30</i>), (<i>Advanced Themes 2-5, 7, 11, 14, 16, 17, 19-21, 23, 25, 28, 29</i>) ❖ Responding to questions is integrated in all of the themes in NYC English ❖ ELL note-taking is a teacher-directed activity |
| 4.H | <ul style="list-style-type: none"> ❖ Independent reading assignments to be determined by the teacher |
| 4.I | <ul style="list-style-type: none"> ❖ The ELL demonstrates reading comprehension and expanded reading skills by successfully completing activities and quizzes requiring distinguishing and understanding main ideas, supporting ideas, details in texts, and graphic sources and summary texts commensurate with content area needs (<i>Beginner Themes 3-30</i>), (<i>Intermediate Themes 1-30</i>), (<i>Advanced Themes 1-30</i>) |
| 4.J | <ul style="list-style-type: none"> ❖ The ELL demonstrates comprehension and expands reading skills by implementing inferential reading skills and finding supporting text evidence commensurate with content area needs in (<i>Advanced Themes 22, 25, 29, 30</i>) |
| 4.K | <ul style="list-style-type: none"> ❖ The ELL demonstrates comprehension and expands reading skills by employing higher-order analytical skills commensurate with grade-level content area needs (<i>Advanced Themes 21-30</i>) |

Domain: Writing

| <u>ELPS Code</u> | <u>NYC English</u> |
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| <i>Click links below for standards details</i> | A supplementary program for English language learners |
| <u>5.A</u> | <ul style="list-style-type: none"> ❖ NYC English introduces the phonetic sounds of American English contextually in conversational English in a “natural” and strongly supported sequence for acquiring language. The program reinforces other methods of phonetic instruction (<i>Beginner Themes 1-30</i>), (<i>Intermediate Themes 1-30</i>), (<i>Advanced Themes 1-30</i>) |
| <u>5.B</u> | <ul style="list-style-type: none"> ❖ The ELL uses newly acquired basic vocabulary and content-based grade-level vocabulary (<i>Intermediate Themes 4, 13, 16-30</i>), (<i>Advanced Themes 1-30</i>) |
| <u>5.C</u> | <ul style="list-style-type: none"> ❖ Some phonetic sounds are emphasized for better pronunciation and spelling of more complex language that occurs in the writing prompts (<i>Intermediate Themes 22-25, Advanced Themes 2, 4, 5, 7-9, 13, 16-26, 28, 29</i>) Instruction and assessment of English language words requires teacher expertise and discretion |
| <u>5.D</u> | <ul style="list-style-type: none"> ❖ NYC English writing prompts beginning with the <i>Intermediate Themes 16-30</i> through <i>Advanced Themes 1-30</i> include a student/teacher feedback process with up to five (5) edited submissions to improve accuracy in writing |
| <u>5.E</u> | <ul style="list-style-type: none"> ❖ NYC English provides increasingly complex instruction in grammatical structure with preparatory writing activities and grade-appropriate writing assignments included in the following selected themes: <ul style="list-style-type: none"> (i) (<i>Intermediate Themes 16, 18, 28-30</i>) (<i>Advanced Themes 1, 3-7, 12, 14-30</i>) (ii) (<i>Intermediate Themes 20-23</i>) (iii) (<i>Beginner Themes 4, 6, 7, 8-12</i>) |
| <u>5.F</u> | <ul style="list-style-type: none"> ❖ Writing prompts are purposely scaffolded for the ELL to correctly use grade-appropriate sentence lengths, patterns and connecting words. Writing prompts align with the content in each theme, to increase accuracy with composition in English (<i>Intermediate Themes 16-30, Advanced Themes 1-30</i>) |
| <u>5.G</u> | <ul style="list-style-type: none"> ❖ The ELL listens to instruction, then records, listens to his/her own voice speaking American English, then submits the recordings for teacher feedback. This promotes increasing specificity and detail that contribute to the overall improvement in English, which includes writing, as the language acquisition progresses (<i>Beginner Themes 1-30</i>), (<i>Intermediate Themes 1-30</i>), (<i>Advanced Themes 1-30</i>) ❖ At the teacher’s discretion the ELL student can read his/her writing prompt responses to peers in the ELL classroom (<i>Intermediate Themes 16, 18-30</i>), (<i>Advanced Themes 1-30</i>) |

Excerpt from English Language Proficiency Standards (2009):

(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 needs.

(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.

Sources:

- 1) English Language Proficiency Standards, 19 Tex. Admin. Code §74.4 (2009)