

# ELAR ELPS Grade K (IMRA)

Subject: English Language Arts and Reading

Grade: KG

Expectations: 32

Breakouts: 73

Coverage is required in Teacher: K–5. Breakouts that do not require evidence of coverage in instructional materials are not included.

## (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.

hear, and are expected to speak and write.

5. The cross-curricular second language acquisition skills in subsection (c) of 12.
6. The English language proficiency levels of beginning, intermediate, advanced, and proficient. ELLs may exhibit different proficiency levels within the language domains. Proficiency level descriptors outlined in subsection (d) of this section show progression from one proficiency level to the next and serve as a road map to help coordinate instruction with students' linguistic needs.

## (b) Knowledge and Skills Statements

- (1) Cross-curricular second language acquisition/learning strategies. The ELL must demonstrate awareness of his or her own learning processes in all content areas. In order to meet the expectations across the foundation and enrichment curriculum, all instruction must be accommodated (communicated, sequenced, and scaffolded) commensurate with the student's proficiency. The student is expected to:

(A) use prior knowledge and experiences to understand meanings in English

- (i) use prior knowledge to understand meanings in English
- (ii) use prior experiences to understand meanings in English



- (E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language
  - (iii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated

313.5 (i)3.







- (iii) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
- (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired
  - (i) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired
  - (ii) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired
  - (iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired