## WELCOME NEWCOMERS STANDARDS ALIGNMENTS: ELPS, ESOL TEKS, ELDA TEKS

Saddleback Educational Publishing

		American	Citizenship	Community	Finding and	Food and	Grooming	Health	Managing	Money	New Home	School Basics	School	Transportation	Weather and
		Culture		Services	Keeping a Job	Meals	2.00	Resources	Money	Basics		- Shoor Bualda	Expectations	anoportation	Natural Disasters
English Language Proficiency Standards	•	1	1	1	1	1					1	1	1	1	
	1(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	1(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	x	x	x	x	x	x	x	x	x	×	x	x	x	x
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 hanguage acquisition in listening. In	2(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	x	×	x	x	x	x	×	x	x	×	x	x	x	x
order for the ELL to meet gradelevel learning exceptions and the second	2(1) 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	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	3(E) share information in cooperative learning interactions	x	x	x	x	x	x	x	x	x	x	x	x	x	x
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:	3(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	x	x	x	x	x	x	x	x	x	×	x	x	x	x
	3(G) express opinions, ideas, and feelings ranging from communicating single words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	3(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	x	x	x	x	x	x	x	x	x	x	x	x	x	x
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, cortain of these student expectations apply to text read aloud for students not	4(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	4(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	4(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;	x	x	x	x	x	×	x	x	x	x	x	x	x	x
	4(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;	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	4(1) 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;	x	x	x	x	x	x	x	x	х	x	x	x	x	x
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	5(B) write using newly acquired basic vocabulary and content- based grade-level vocabulary;	x	x	x	x	x		x	x	x	x	x	x	x	x

(communicated, sequenced, and scaffolded) commensurate with the part	(F) write using a variety of grade-appropriate sentence lengths, atterns, and connecting words to combine phrases, clauses, and	American Culture X	Citizenship x	Community Services	Finding and Keeping a Job x	Food and Meals	Grooming	Health Resources	Managing Money x	Money Basics	New Home	School Basics	School Expectations	Transportation	Weather and Natural Disasters
(communicated, sequenced, and scaffolded) commensurate with the		x	x			meano	x	x		Busios	v		Expediations		Hatara Disasters
(communicated, sequenced, and scaffolded) commensurate with the		×	×		x		X	x							
											Ŷ			x	
	entences in increasingly accurate ways as more English is														
	cquired; and														
reached the stage of generating original written text using a standard	oquired, una														
writing system. The student is expected to:															×
															<u>^</u>
ESOL I TEKS															
	<ul> <li>A) engage in meaningful and respectful discourse by listening</li> </ul>	х	x	x	x	x	x	x	x	x	x	x	x	x	
	ctively, responding appropriately, and adjusting communication to														
	udiences and purposes														x
proficiency level, and with appropriately provided English language development (B)	<ol><li>share prior knowledge with peers and others to facilitate</li></ol>	х	x	x	x	x	x	x	x	x	x	x	x	x	×
scaffolding, the student is expected to:	ommunication														^
(F	<ul> <li>develop social communication and produce oral language in</li> </ul>	х	х	x	x	х	x	x	х	х	x	х	x	×	
co	ontextualized and purposeful ways														~
	<ol><li>write complete words, thoughts, and answers legibly.</li></ol>	х	х	x	x	х	x	x	х	х	x	х	x	×	
reading, writing, and thinking beginning reading and writing The student															
develops word structure knowledge through phonological awareness, print															
concepts, phonics, and morphology to communicate, decode, and spell. Based on															
the student's language proficiency level, and with appropriately provided English															
language development scaffolding, the student is expected to:			ļ												x
													1		1
(4) Developing and sustaining foundational language skills: listening, speaking,		x	x	x	x	x	x	x	x	x	x	x	x	x	
(4) Developing and sustaining roundational anguage skins, instering, speaking, reading, writing, and thinking fluency. The student reads grade- level text with		^	Ê	^	î	â	Â	î	î	<u>^</u>	î	Â	Â	^	
fluency and comprehension. Based on the student's language proficiency level,															
and with appropriately provided English language development scaffolding, the															
student is expected to adjust fluency when reading grade-level and language															
proficiency-level text based on the reading purpose															
															x
(5) Developing and sustaining foundational language skills: listening, speaking,		x	x	x	x	x	×	x	x	x	x	x	x	x	
reading, writing, and thinking self-sustained reading. The student reads grade-															
and language proficiency-appropriate texts with increasing independence. The															
student is expected to self-select text and read independently for a sustained period of time.															
pendu or ame.															x
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using (A)	<ul> <li>A) establish purpose for reading assigned and self-selected texts</li> </ul>	x	x	x	x	x	x	x	x	x	x	x	x	x	
multiple texts. The student uses metacognitive skills to both develop and															×
	<li>c) make, correct, or confirm predictions using text features,</li>	x	x	x	x	x	x	x	x	x	x	x	x	x	1
	haracteristics of genre, and structures														×
scaffolding the student is expected to:	E) make connections to personal experiences, ideas in other	x	x	x	x		x	x	x	x	x	x	x	x	
	exts, and society														×
	<ul> <li>actively participate in discussions to identify, understand, and</li> </ul>	x	x	x	x	x	x	x	x	x	x	x	x	x	
	valuate details read to determine key ideas	^	Ê	^	î	î	Â	î	î	<u>^</u>	î	Â	Â	^	×
	<ul> <li>synthesize information from two texts to create new</li> </ul>	x	x	x	x	x	x	x	x	x	x	x	x	x	<del> </del>
	nderstanding	^	Ê	^	<u>^</u>	^	^	<u>^</u>	î	<u>^</u>	Ŷ	Â	Â	^	×
		x	v	×	,	x	,	,	x	x	,	x	x	×	
	) monitor comprehension and make adjustments such as re- ading, using background knowledge, asking questions, and	×	×	x	x	*	x	×	*	×	×	*	×	×	
	nnotating when understanding breaks down														
															x
multiple texts. The student responds to an increasingly challenging variety of	<ul> <li>A) describe personal connections to a variety of sources,</li> </ul>	x	x	x	x	x	×	x	x	x	x	x	х	x	×
	cluding self-selected texts														^
sources that are read, heard, or viewed. Based on the student's language (F)	<ul> <li>respond using acquired content and academic vocabulary as</li> </ul>	х	x	х	x	х	x	x	х	x	х	х	х	х	
	ppropriate														×
scaffolding, the student is expected to:	<ol> <li>respond orally or in writing with appropriate register</li> </ol>	x	x	x	x	x	x	x	x	x	x	x	x	x	
scanolung, the student is expected to: (H)													1		x
(H)	ocabulary, tone, and voice														
(H) Voi	ocabulary, tone, and voice () express opinions, ideas, and feelings ranging from	x	x	x	x	x	x	x	x	x	x	x	×	x	
(H Voi (K)		x	x	x	x	x	x	x	x	x	x	x	x	x	

ELDA TEKS															
		American Culture	Citizenship	Community Services	Finding and Keeping a Job	Food and Meals	Grooming	Health Resources	Managing Money	Money Basics	New Home	School Basics	School Expectations	Transportation	Weather and Natural Disasters
and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to :	(D) process and use basic academic English language interdisciplinary vocabulary	x	×	x	x	x	x	x	x	x	×	x	×	x	x
	(E) understand the general meaning, main points, and important details of spoken language ranging from universally familiar to unfamiliar topics	x	×	x	x	x	x	x	x	x	×	x	x	x	x
	<ol> <li>develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely;</li> </ol>	x	x	x	x	x	x	x	x	x	×	x	x	x	x
	<ul> <li>(K) listen actively and ask relevant questions to clarify understanding; and</li> </ul>	x	x	x	x	x	×	x	x	x	x	x	x	x	x
	(L) share prior knowledge with peers and others to facilitate communication and foster respect for others.	x	x	x	x	x	×	x	x	x	x	x	x	x	x
using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development <sub>o</sub> scaffolding, the student is expected to	<ul> <li>(A) summarize texts and retell in English or the native language</li> <li>(L1) as needed;</li> </ul>	x	×	x	x	x	x	x	x	x	x	x	x	x	×
	(B) self-monitor using pre-reading supports such as graphic rganizers, illustrations, and pre-taught topic-related vocabulary to enhance comprehension of input from various sources;	x	x	x	x	x	x	x	x	x	x	x	x	×	x
	(C) demonstrate comprehension of English by participating in shared reading, responding to questions, and taking notes that are commensurate with language acquisition;	x	×	×	x	x	x	x	x	x	×	x	x	x	x
	<ul> <li>(D) make connections to personal experiences, ideas in other texts, and the larger community;</li> </ul>	x	x	×	x	x	×	×	x	x	x	x	x	x	×
using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	(B) speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	<ul> <li>(D) express ideas and feelings such as gratitude, needs, opinion, and greetings;</li> </ul>	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	(F) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in short discussions;	x	×	x	x	x	x	×	×	×	×	x	x	×	x
	(G) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment; and	x	x	x	x	x	x	x	x	x	×	x	x	x	x
	(H) organize information in a variety of ways such as graphics, conceptual maps, and learning logs.	x	x	×	x	x	x	x	x		x	x	×	×	x