

English Language Arts and Reading Year at a Glance (YAG)

Grade 7 Instructional Plan

Fall Semester			
Unit Title	Unit 1 Building a Culture of Readers and Writers <i>Establishing Routines in Reader's/Writer's Workshop</i>	Unit 2 Analysis and Craft of Informational <i>Focus Genre: Informational</i>	Unit 3 Analysis and Craft of Literary <i>Focus Genre: Literary</i>
Time	2 Weeks (Aug. 17 - Aug. 28) 10 days <i>includes EOY MAP Testing</i>	7 Weeks (August 31 - Oct. 16) 32 days	8 Weeks (Oct. 19 - Dec. 18) 39 days <i>includes MOY MAP Testing</i>
Understandings	- Reading and writing are reciprocal processes that reinforce one another. - Reading is the act of interpreting written communication in order to deepen our understanding about the world and learn about the thoughts and experiences of others as well as ourselves. - Writing is a recursive process that includes continuous stages essential to crafting focused, coherent, and well-developed writing products. - Writing is the act of using language to communicate our thoughts, the meaning of our experiences, and our understanding of the world.	- Informational texts are meant to provide information and insight without taking a position and are constructed clearly and straightforwardly. - Writers focus the content of informational texts around a controlling idea/thesis and support it with facts, details, and evidence. - Writers make deliberate choices regarding text structure and organization to craft texts for specific purposes, audiences, and contexts. - Researchers establish clear and focused questions to guide their inquiry. - Connections within and across texts are created to apply the knowledge gained to our lives and the world around us.	- Literary texts comprise the genres of literary/narrative nonfiction, fiction, drama, and poetry, and are meant to tell a story or entertain in an aesthetic/artistic way. - Literary elements are a feature of literary texts, and a writer's unique use and development of literary elements contributes to the effect a work has on a reader. - Writers explore universal and timeless themes, dilemmas, and challenges of human existence through literary texts. - Connections within and across texts are created to apply the knowledge gained to our lives and the world around us.
TEKS	Foundations Skills .1A, .1B, .1D .3 .4 Reading .5A, .5B, .5D, .5E, .5I Reading & Writing .6A, .6B, .6D, .6E, .6F .8A, .8B, .8D, .8Di Writing .10A .11, .11B	Foundations Skills .1D .2A, .2B, .2C .4 Reading .5A, .5B, .5C, .5E, .5F, .5G, .5H, .5I .8Di, .8Dii, .8Diii, .8E Reading & Writing .6B, .6C, .6D, .6E, .6F, .6G, .6H, .6I .9A, .9B, .9C, .9G 12A, .12B, .12C, .12D, .12E, .12F, .12G, .12I, .12J Writing .10B, .10Bi, .10Bii, .10C, .10D, .10Di, .10Dii, .10Div, .10Dvi, .10Dviii, .10Dix, .10E .11, .11B	Foundations Skills .1C, .1D .2A, .2B, .2C .4 Reading .5A, .5B, .5C, .5D, .5E, .5F, .5G, .5I .7A, .7B, .7C, .7D .8A, .8B, .8C, .8F Reading & Writing .6B, .6C, .6D, .6E, .6F, .6G, .6H .9A, .9D, .9E, .9F Writing .10B, .10Bi, .10Bii, .10C, .10D, .10Di, .10Diii, .10Div, .10Dv, .10Dix, .10E .11, .11A
Legend:	Purple = State Assessed Standards Purple Bold = NEISD Unit Power Standards Green = Literacy Routines that Support Assessed Standards		

2026-27 Year at a Glance
Grade 7 ELAR

Spring Semester			
Unit Title	Unit 4 Analysis and Craft of Argument <i>Focus Genre: Argument</i>	Unit 5 Synthesis: Making Connections <i>Focus Genres: Multiple Genres & Testing as a Genre</i>	Unit 6 Partnerships in Reading and Writing <i>Focus Genres: Fiction/Non-fiction (Book Clubs)</i>
Time	7 weeks (Jan. 5 - Feb. 19) 32 days	6 weeks (Feb. 22 - April 19) 29 days	7 weeks (April 12 - May 27) 33 days <i>includes EOY MAP Testing</i>
Understandings	- The effectiveness of an argument depends on the clarity of the claim, the logic of the reasoning, the validity of supporting evidence, and the use of rhetorical devices. - Arguments can be communicated through a variety of methods, including correspondence, depending upon the audience and purpose. - Writers think about purpose and audience when crafting texts. - Connections within and across texts are created to apply the knowledge gained to our lives and the world around us.	- Connections within and across texts are created to apply the knowledge gained to our lives and the world around us. - Readers use details within and/or across texts that can be synthesized to create new meaning. - Reading about a topic in various texts that include different genres can enhance understanding of that topic. - Many writers share influences that impact their choices around content, language, and style. - A writer's unique use of literary elements contributes to the effect a work has on the reader.	- Readers connect with other readers by building a literary community where members choose a common title from a traditional, classical, contemporary, or diverse selection. - Readers discuss and respond to themes and make connections, disagree constructively, and encourage others to participate. - Readers collaborate with others to foster both interdependence and independence in order to explore learner-driven inquiry. - Writers communicate effectively through writing and speaking for a variety of audiences and purposes.
TEKS	Foundations Skills .1D .2A, .2B, .2C .4 Reading .5A, .5B, .5E, .5F, .5G, .5H, .5I .8Ei, .8Eii, .8Eiii Reading & Writing .6B, .6C, .6D, .6E, .6F, .6G, .6H, .6I .9A, .9B, .9C, .9G .12Hi, .12Hii, .12J Writing .10B, .10Bi, .10Bii, .10C, .10D, .10Di, .10Dvi, .10Dvii, .10Dviii, .10Dix, .10E .11, .11B, .11C, .11D	Foundations Skills .1D .2A, .2B, .2C .4 Reading .5A, .5B, .5E, .5F, .5G, .5H, .5I .7A .8B, .8C, .8Di, .8Diii Reading & Writing .6B, .6C, .6D, .6E .9A, .9B, .9C, .9D, .9F Writing .10B, .10D, .10C, .10Di, .10Dii, .10Div, .10Dvi, .19Dvii, .10Dviii, .10Dix, .10E .11, .11C, .11D	Foundations Skills .1A, .1B, .1C, .1D .2A, .2B, .2C .3 .4 Reading .5A, .5B, .5D, .5E, .5H, .5I .7A, .7B, .7C, .7D .8A, .8Di, .8Dii, .8Diii, .8F Reading & Writing .6A, .6B, .6C, .6D, .6E, .6F, .6G, .6H, .6I .9A, .9B, .9C, .9D, .9E, .9F Writing .10A, .10B, .10Bi, .10Bii, .10C, .10D, .19Dvii, .10Dviii, .10E .11
Instructional Resources	MS 7 ELAR Courses - <i>myPerspectives 7</i> by Savvas Learning (formerly titled Pearson) <i>myPerspectives</i> student digital licenses are available through NEISD's Launchpad. Each ELAR teacher will assign the resource to classes. - A class set of textbooks is available in every middle school ELAR classroom.		
Legend:	Purple = State Assessed Standards Purple Bold = NEISD Unit Power Standards Green = Literacy Routines that Support Assessed Standards		

Grade 7 TEKS

Texas Essential Knowledge and Skills (TEKS)

(a) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

(A) listen actively to interpret a message and ask clarifying questions that build on others' ideas;

- (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
 (C) present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and
 (D) engage in meaningful discourse and provide and accept constructive feedback from others.
- (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
 (B) use context such as contrast or cause and effect to clarify the meaning of words; and
 (C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
- (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- (5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (A) establish purpose for reading assigned and self-selected texts;
 (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
 (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
 (D) create mental images to deepen understanding;
 (E) make connections to personal experiences, ideas in other texts, and society;
 (F) make inferences and use evidence to support understanding;
 (G) evaluate details read to determine key ideas;
 (H) synthesize information to create new understanding; and
 (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- (6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources, including self-selected texts;
 (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;
 (C) use text evidence to support an appropriate response;
 (D) paraphrase and summarize texts in ways that maintain meaning and logical order;
 (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
 (F) respond using newly acquired vocabulary as appropriate;
 (G) discuss and write about the explicit or implicit meanings of text;
 (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
 (I) reflect on and adjust responses as new evidence is presented.
- (7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
- (A) infer multiple themes within and across texts using text evidence;
 (B) analyze how characters' qualities influence events and resolution of the conflict;
 (C) analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and

- (D) analyze how the setting influences character and plot development.
- (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;
 - (B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;
 - (C) analyze how playwrights develop characters through dialogue and staging;
 - (D) analyze characteristics and structural elements of informational text, including:
 - (i) the controlling idea or thesis with supporting evidence;
 - (ii) features such as references or acknowledgements; and
 - (iii) organizational patterns that support multiple topics, categories, and subcategories;
 - (E) analyze characteristics and structures of argumentative text by:
 - (i) identifying the claim;
 - (ii) explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and
 - (iii) identifying the intended audience or reader; and
 - (F) analyze characteristics of multimodal and digital texts.
- (9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
- (A) explain the author's purpose and message within a text;
 - (B) analyze how the use of text structure contributes to the author's purpose;
 - (C) analyze the author's use of print and graphic features to achieve specific purposes;
 - (D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
 - (E) identify the use of literary devices, including subjective and objective point of view;
 - (F) analyze how the author's use of language contributes to mood, voice, and tone; and
 - (G) explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.
- (10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;
 - (B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
 - (C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;
 - (D) edit drafts using standard English conventions, including:
 - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments ;
 - (ii) consistent, appropriate use of verb tenses;
 - (iii) conjunctive adverbs;
 - (iv) prepositions and prepositional phrases and their influence on subject-verb agreement;
 - (v) pronoun-antecedent agreement;
 - (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor ;

	(vii) correct capitalization; (viii) punctuation, including commas to set off words, phrases, and clauses, and semicolons; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and (E) publish written work for appropriate audiences. (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: (A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; (B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; (C) compose multi-paragraph argumentative texts using genre characteristics and craft; and (D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. (12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: (A) generate student-selected and teacher-guided questions for formal and informal inquiry; (B) develop and revise a plan; (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions; (D) identify and gather relevant information from a variety of sources; (E) differentiate between primary and secondary sources; (F) synthesize information from a variety of sources; (G) differentiate between paraphrasing and plagiarism when using source materials; (H) examine sources for: (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype; (I) display academic citations and use source materials ethically; and (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. Source Note: The provisions of this §110.23 adopted to be effective September 25, 2017, 42 TexReg 4999; amended to be effective August 1, 2019, 44 TexReg 3812.
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ELPS Introduction

English Language Proficiency Standards (ELPS)	TAC Rule §120.21 English Language Proficiency Standards, Grades 4-12, Adopted 2024 (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year. (b) General requirements. In fulfilling the requirements of this section, school districts and charter schools 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 pre-production, beginning, intermediate, high intermediate, and advanced levels delineated in subsection (e) 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 (d) 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 emergent bilingual (EB) students in Kindergarten-Grade 12 who are at the pre-production, beginning, or intermediate level of English language proficiency in listening, speaking, reading, or writing as determined by the state's English language proficiency assessment system. These EB students require focused,
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targeted, and systematic second language acquisition instruction to provide them with the foundation of English language necessary to support content-based instruction and accelerated learning of English.

(c) Introduction.

- (1)** The English language proficiency standards (ELPS) outline student expectations and proficiency level descriptors for EB students in English. The ELPS are organized across four language domains: listening, speaking, reading, and writing.
- (2)** Language acquisition is a complex process that consists of several interrelated components, including phonetics, phonology, semantics, syntax, morphology, and pragmatics. As students develop proficiency in these language structures, they are able to make connections between their primary language and English.
- (3)** Classroom contexts foster social and academic registers, which are types of language appropriate for a situation or setting, to support language proficiency. Informal (social) language consists of English needed for students to effectively interact, exchange ideas, and engage in various settings and contexts. Formal (academic) language consists of oral and written language used to build knowledge, participate in content-specific discourse, and process complex academic material found in formal school settings and interactions.
- (4)** The progression of skills in the four language domains are developed simultaneously and can be divided into two categories: receptive skills and expressive skills. Listening and reading are the receptive (input) skills. Students' development in receptive skills is necessary for comprehension and attainment of the English language and content. Speaking and writing are the expressive (output) skills. Students' ability to express and share their personal ideas and content knowledge allow teachers the opportunity to check for understanding and adjust instruction. Effective content-based language instruction involves engaging EB students in scaffolded opportunities to listen, speak, read, and write at their current levels of proficiency while gradually increasing linguistic complexity.
- (5)** In order for EB students to be successful, educators must create an environment that welcomes and encourages students to leverage their unique cultural and linguistic experiences as they develop English language skills and learn academic content. Educators must cultivate an approach that integrates students' and their families' funds of knowledge into the classroom instructional practices. Culturally and linguistically sustaining practices leverage and celebrate students' cultural heritage and backgrounds while elevating their cultural and linguistic identities. Teaching and learning cognates that connect both (or multiple) languages can also construct bridges between languages and increase confidence as English language acquisition progresses.
- (6)** The ELPS student expectations are the knowledge and skills students must demonstrate. They indicate what students should know and be able to do in order to meet academic content standards. Proficiency level descriptors describe behaviors EB students exhibit across five proficiency levels as they acquire English. EB students may exhibit different proficiency levels within and across the domains of listening, speaking, reading, and writing.
- (7)** The ELPS demonstrate an asset-based approach to address the affective, linguistic, and cognitive needs of EB students in accordance with §89.1210(b) of this title (relating to Program Content and Design) as follows:
 - (A)** acknowledge and leverage the existing funds of knowledge students possess, including linguistic repertoire, cultural heritage, and background knowledge;
 - (B)** demonstrate targeted and intentional academic language skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward the increasingly complex English that students hear, speak, and are expected to read and write; and
 - (C)** provide an exact and incremental measure of the stages of English language acquisition with attention to the fact that EB students at all levels of proficiency can engage in cognitively demanding tasks and master the required essential knowledge and skills with appropriate language support.
- (8)** The proficiency level descriptors are organized into general proficiency level descriptors and content-area proficiency level descriptors. General proficiency level descriptors are descriptions of a broad scope of student behaviors that can be observed in a variety of educational

settings and across content areas. Content-area proficiency level descriptors describe student behaviors and language associated with discipline-specific learning in English language arts and reading, mathematics, science, and social studies.

(d) Cross-curricular English language acquisition student expectations.

(1) Student expectations--listening. The EB student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels in listening. The student is expected to:

- (A)** distinguish sounds and intonation patterns by responding with gestures or images, orally, or in writing;
- (B)** use contextual factors or word analysis such as cognates, Greek and Latin prefixes, suffixes, and roots to comprehend content-specific vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing;
- (C)** respond with accuracy to oral directions, instructions, and requests;
- (D)** use context to construct the meaning of descriptive language, words with multiple meanings, register, and figurative language such as idiomatic expressions heard during formal and informal classroom interactions;
- (E)** demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details; and
- (F)** derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition.

(2) Student expectations--speaking. The EB student speaks using a variety of language structures for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing accuracy and fluency in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency level of English language acquisition in speaking. The student is expected to:

- (A)** pronounce words, including high-frequency words, cognates, and increasingly complex syllable types, with accuracy;
- (B)** speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words;
- (C)** speak using a variety of language and grammatical structures, sentence lengths and types, and transition words;
- (D)** speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency;
- (E)** narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse; and
- (F)** restate, ask questions about, or respond to information during formal and informal classroom interactions.

(3) Student expectations--reading. The EB student reads a variety of texts for different purposes with an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in reading. The student is expected to:

- (A)** demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom;
- (B)** decode words using the relationships between sounds and letters and identify syllable patterns, cognates, affixes, roots, or base words;
- (C)** use high-frequency words, contextual factors, and word analysis such as Greek and Latin prefixes, suffixes, and roots and cognates to comprehend content-area vocabulary in text;
- (D)** use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend a variety of text;
- (E)** use pre-reading strategies, including previewing the text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension;

- (F) derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports;
- (G) demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions; and
- (H) read with fluency and prosody and demonstrate comprehension of content-area text.

(4) Student expectations--writing. The EB student writes using a variety of language structures with increasing accuracy to effectively address a variety of purposes (formal and informal) and audiences in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in writing. The student is expected to:

- (A) apply relationships between sounds and letters of the English language to represent sounds when writing;
- (B) write text following conventional spelling patterns and rules;
- (C) write using a combination of high-frequency words and content-area vocabulary;
- (D) write content-area texts using a variety of sentence lengths and types and transition words;
- (E) write content-area specific text using conventions such as capitalization, punctuation, and abbreviations and grammatical structures such as subject-verb agreement, verb tense, possessive case, and contractions; and
- (F) write to narrate, describe, explain, respond, or justify with supporting details and evidence using appropriate content, style, register, and conventions for specific purpose and audience.

(e) Proficiency level descriptors.

(1) The following five proficiency levels describe students' progress in English language acquisition.

(A) Pre-production. The pre-production level, also known as the silent period, is the early stage of English language acquisition when receptive language is developing. Students develop comprehension when highly scaffolded instruction and linguistic support are provided. Student responses are mostly non-verbal.

(B) Beginning. The beginning level is characterized by speech emergence (expressive language) using one word or two-to-three-word phrases. Students at this level require highly scaffolded instruction and linguistic support. Students at this level begin to consistently use present tense verbs and repeat keywords and familiar phrases when engaging in formal and informal interactions.

(C) Intermediate. The intermediate level is characterized by the ability to use receptive and expressive language with demonstrated literal comprehension. Students at this level need moderately scaffolded instruction and linguistic support. Additional visual and linguistic support is needed to understand unfamiliar or abstract concepts such as figurative language, humor, and cultural or societal references. Students at this level begin to consistently use short phrases and simple sentences or ask short questions to demonstrate comprehension during formal and informal interactions.

(D) High intermediate. Students at the high intermediate level begin to consistently use a variety of sentence types, express opinions, share thoughts, and ask for clarification. Students at this level have an increased level of literal and abstract comprehension. Students may need minimal scaffolded instruction and linguistic support to engage in formal and informal classroom interactions.

(E) Advanced. The advanced level is characterized by the ability of students to engage in formal and informal classroom interactions with little to no linguistic support. Students at this level engage in discourse using content-area vocabulary and a variety of grammatical structures with increasing accuracy.

(2) The Grades 4-12 proficiency level descriptors are described in the figure provided in this paragraph.

Attached Graphic Source Note: The provisions of this §120.21 adopted to be effective February 2, 2025, 50 TexReg 539.