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

Fall Semester			
Unit Title	**Unit 1** **Modes of Discourse: Informational Texts** *Focus Genre: Informational*	**Unit 2** **Modes of Discourse: Argumentation** *Focus Genre: Argumentative*	**Unit 3** **Modes of Discourse: Literary Analysis** *Focus Genres: Short Fiction, Poetry, & Literary Non-Fiction*
Time	5 weeks (24 days) Aug 17 - Sept 18	6 weeks (28 days) Sept 21 - Oct 30	5 weeks (24 days) Nov 2 - Dec 11
Understandings	• Refine oral skills to engage in professional dialogue, evaluating a speaker's intent and evidence validity. • Apply knowledge of word origins and structures to interpret academic and technical language in complex texts. • Use metacognitive tools—like annotating and summarizing—to monitor comprehension and analyze central ideas. • Examine how text structures and rhetorical devices support an author's purpose and clarify information. • Generate critical responses using text evidence and commentary to support interpretations or challenge claims. • Use the recursive process to plan, draft, and revise compositions that synthesize multiple digital and print sources.	• Readers create new understandings by merging their own background knowledge with ideas from others • Readers gain greater insight into texts in and across genres by comparing and evaluating them • Reading about a topic in various texts and genres can enhance understanding of that topic • Determining the author's purpose helps readers better interpret and explain texts • Writers make deliberate choices regarding content, language, and style to craft texts for specific purposes, audiences, and contexts • An effective argument depends on the clarity of the claim, the logic of the reasoning, the validity of the supporting evidence, and the use of rhetorical devices	• Readers create new understandings by merging their own background knowledge with ideas from others • Literary texts explore universal themes, moral dilemmas, and challenges of human existence • Writers consider their audience and purpose, and use model texts to hone their craft. • A writer's message and purpose are influenced by cultural and historical contexts. • A writer's unique use and development of literary elements contributes to the effect a work • Literary analysis examines and articulates how an author conveys a message or theme
TEKS	**Foundational Skills:** E3.1A, E3.1B, E3.1C, **E3.1D**, E3.2A, E3.2C, **E3.3A** **Reading:** **E3.4A**, **E3.4B**, E3.4C, E3.4D, **E3.4E**, **E3.4F**, **E3.4G**, **E3.4H**, **E3.4I**, **E3.7Di**, **E3.7Dii,** E3.7F **Reading & Writing:** E3.5A, E3.5B, **E3.5C**, **E3.5D**, **E3.5E**, E3.5F, E3.5G, E3.5H, **E3.8A**, **E3.8B**, E3.8C, **E3.8D**, **E3.8F** **Writing:** E3.9Bi, E3.9Bii, E3.9C, E3.9D, E3.10B	**Foundational Skills:** E3.1A, E3.1B, E3.1C, **E3.1D**, E3.2A, E3.2C, **E3.3A** **Reading:** **E3.4A**, **E3.4B**, E3.4C, E3.4D, **E3.4E**, **E3.4F**, **E3.4G**, **E3.4H**, **E3.4I**, **E3.7Ei**, **E3.7Eii**, **E3.7Eiii**, E3.7F **Reading & Writing:** E3.5A, E3.5B, **E3.5C**, **E3.5D**, **E3.5E**, E3.5F, E3.5G, E3.5I, E3.5J, **E3.8A**, **E3.8B**, E3.8C, **E3.8D**, E3.8E, **E3.8F**, E3.8G **Writing:** E3.9Bi, E3.9Bii, E3.9C, E3.9D, E3.10C	**Foundational Skills:** E3.1A, E3.1B, E3.1C, **E3.1D**, E3.2A, **E3.2B**, E3.2C, **E3.3A** **Reading:** **E3.4A**, **E3.4B**, E3.4C, E3.4D, **E3.4E**, **E3.4F**, **E3.4H**, **E3.4I**, **E3.6A**, E3.6B, E3.6C, **E3.6D**, E3.7A, E3.7B, E3.7C **Reading & Writing:** E3.5B, **E3.5C**, **E3.5D**,**E3.5E**, E3.5F, E3.5G, E3.5H, E3.5I, **E3.8A**, **E3.8D**, E3.8E, **E3.8F** **Writing:** E3.9Bi, E3.9Bii, E3.9C, E3.9D, E3.10B, E3.10E
ELPS	**Click this link to access the ELPS. Attached Graphic Source Note:** The provisions of this §120.21 adopted to be effective February 2, 2025, 50 TexReg 539.		

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2026-27 Year at a Glance
English III

Spring Semester			
Unit Title	**Unit 4** **Rhetoric & Influence in American Literature** *Focus Genres: Novel, Drama, Short Fiction, Poetry & Literary Non-Fiction*	**Unit 5** **Inquiry in Action: Investigating with Agency** *Focus Genre: Inquiry Process and Research Essay*	**Unit 6** **Finding My Voice: Preparation for Senior Year** *Focus Genre: Poetry and College Essays*
Time	9 weeks (41 Days) Jan 5 - Mar 5	5 weeks (24 Days) Mar 15 - Apr 16	5 weeks (24 Days) Apr 19 - May 21
Understandings	• Students sharpen oral language skills through active listening and meaningful discussion to evaluate a speaker's message. • Learners use metacognitive strategies to infer, summarize, and synthesize complex texts into new, unified understandings. • Students analyze how authorial choices and cultural/historical contexts shape theme and character across fiction, drama, and argument genres. • Learners use text evidence and original commentary to analyze arguments, identifying rhetorical devices and logical fallacies.	• Researchers analyze and synthesize information from sources in order to think deeply about a topic and develop new ideas • Researchers develop questions for inquiry, devise a research plan, critique the research process at each step, and modify or adjust as necessary • Writers develop drafts into focused, coherent products by using strategic organizational structures appropriate for the purpose and audience • Effective research evaluates the credibility, validity, and relevance of sources and information • Effective research products display academic citations and use an appropriate mode of delivery	• Readers evaluate an author's diction, syntax, and use of of print and graphic features to better understand a text • Reading about a topic in various texts and genres can enhance understanding of that topic • Determining the author's purpose helps readers better interpret and explain texts • Reflecting about a text creates new understandings about the self, other perspectives, and the world • Writers make deliberate choices regarding content, language, and style to craft texts for specific purposes, audiences, and contexts • Writers develop engaging ideas reflecting depth of thought by using details, examples, and commentary
TEKS	**Foundational Skills:** E3.1A, E3.1B, E3.1C, **E3.1D**, E3.2A, **E3.2B**, E3.2C, **E3.3A** **Reading:** **E3.4A**, **E3.4B**, E3.4C, E3.4D, **E3.4E**, **E3.4F**, **E3.4H**, **E3.4I**, **E3.6A**, E3.6B, E3.6C, **E3.6D**, E3.7A, E3.7B, E3.7C, **E3.7Ei**, **E3.7Eii**, **E3.7Eiii** **Reading & Writing:** E3.5A, E3.5B, **E3.5C**, **E3.5D**, **E3.5E**, E3.5F, E3.5G, E3.5H, E3.5I, E3.5J, **E3.8A**, **E3.8B, E3.8D**, E3.8E, **E3.8F,** E3.8G **Writing:** E3.9Bi, E3.9Bii, E3.9C, E3.9D, E3.10B, E3.10C, E3.10E, E3.10F	**Foundational Skills:** E3.1A, E3.1B, E3.1C, **E3.1D**, E3.2A, **E3.2B**, E3.2C, **E3.3A** **Reading:** **E3.4E**, **E3.4F**, **E3.4G**, **E3.4H**, **E3.4I**, **E3.7Di**, **E3.7Dii**, **E3.7Ei**, **E3.7Eii**, **E3.7Eiii**, E3.7F **Reading & Writing:** E3.5B, **E3.5C**, **E3.5D**, E3.5F, E3.5I, E3.5J, **E3.8A**, **E3.8B**, E3.8C, E3.8G, E3.11A, E3.11B, E3.11C, E3.11D, E3.11E, E3.11F, E3.11Gi, E3.11Gii, E3.11H, E3.11I **Writing:** E3.9A, E3.9Bi, E3.9Bii, E3.9C, E3.9D, E3.10C	**Foundational Skills:** E3.1A, E3.1B, E3.1C, **E3.1D**, E3.2A, **E3.2B**, E3.2C, **E3.3A** **Reading**: **E3.4A**, **E3.4B**, E3.4C, **E3.4E**, **E3.4F**, **E3.4G**, **E3.4H**, **E3.6A**, **E3.6D**, E3.7A, E3.7B, **E3.7Di**, **E3.7Dii**, **E3.7Ei**, **E3.7Eii**, **E3.7Eiii**, E3.7F **Reading & Writing:** E3.5A, E3.5B, **E3.5C**, **E3.5D**, E3.5H, **E3.8D**, **E3.8F** **Writing:** E3.9A, E3.9E, E3.10A, E3.10B, E3.10C, E3.10D, E3.10F
Legend	Purple = Assessed Standards **Purple Bold = Power Standards (also Assessed)** **Green = Literacy Routines that Support Assessed Standards**		
Instructional Resources	**HS English III Course - *StudySync* 11 by McGraw-Hill** • *StudySync* 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 high school English classroom.		

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English III 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.**

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(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) engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax;

(B) follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;

(C) give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and

(D) participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

(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 clarify and validate understanding of multiple meanings of advanced vocabulary;

(B) analyze context to draw conclusions about nuanced meanings such as in imagery; and

(C) determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.

(3) 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.

(4) 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 understand key ideas;

(H) synthesize information from a variety of text types to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

(5) 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 analysis of texts, including comparing texts within and across genres;

(C) use text evidence and original commentary to support an analytic 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 acquired content and academic vocabulary as appropriate;

(G) discuss and write about the explicit and implicit meanings of text;

(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;

(I) reflect on and adjust responses when valid evidence warrants; and

(J) defend or challenge the authors' claims using relevant text evidence.

(6) 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

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expected to:

(A) analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;

(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;

(C) evaluate how different literary elements shape the author's portrayal of the plot; and

(D) analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.

(7) 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) read and analyze American literature across literary periods;

(B) analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;

(C) analyze how the relationships among dramatic elements advance the plot;

(D) analyze characteristics and structural elements of informational texts such as:

(i) clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and

(ii) the relationship between organizational design and author's purpose;

(E) analyze characteristics and structural elements of argumentative texts such as:

(i) clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;

(ii) various types of evidence and treatment of counterarguments, including concessions and rebuttals; and

(iii) identifiable audience or reader; and

(F) analyze the effectiveness of characteristics of multimodal and digital texts.

(8) 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) analyze the author's purpose, audience, and message within a text;

(B) evaluate use of text structure to achieve the author's purpose;

(C) evaluate the author's use of print and graphic features to achieve specific purposes;

(D) evaluate how the author's use of language informs and shapes the perception of readers;

(E) evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;

(F) evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

(G) analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.

(9) 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 use appropriate conventions. The student is expected to:

(A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;

(B) develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

(i) using strategic organizational structures appropriate to purpose, audience, topic, and context; and

(ii) developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;

(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;

(D) edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and

(E) publish written work for appropriate audiences.

(10) 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 fiction and poetry using genre characteristics and craft;

(B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;

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(C) compose argumentative texts using genre characteristics and craft;
(D) compose correspondence in a professional or friendly structure;
(E) compose literary analysis using genre characteristics and craft; and
(F) compose rhetorical analysis using genre characteristics and craft.

(11) 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) develop questions for formal and informal inquiry;
(B) critique the research process at each step to implement changes as needs occur and are identified;
(C) develop and revise a plan;
(D) modify the major research question as necessary to refocus the research plan;
(E) locate relevant sources;
(F) synthesize information from a variety of sources;
(G) examine sources for:
(i) credibility, bias, and accuracy; and
(ii) faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;
(H) display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and
(I) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Source Note: The provisions of this §110.38 adopted to be effective November 12, 2017, 42 TexReg 6148; amended to be effective August 1, 2019, 44 TexReg 3812.

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, 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.

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(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,

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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;

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(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.

Click this link **to access the ELPS.**
Attached Graphic **Source Note:** The provisions of this §120.21 adopted to be effective February 2, 2025, 50 TexReg 539.

Instructional Resources

HS English III Course, Grade 11 - *StudySync Texas 11* by McGraw-Hill

- *StudySync Texas* student digital licenses are available through NEISD's Launchpad.
- Each ELAR teacher will use and assign the instructional resource to classes.
- A class set of textbooks is available in every high school English III classroom.
- StudySync_Family_Overview.pdf (English)
- StudySync_Family_Overview_SP.pdf (Spanish)

State Resources

- Texas Educational Agency Website
- Texas Essential Knowledge and Skills (TEKS)

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	• State of Texas Assessments of Academic Readiness (STAAR) Resources

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