

TEXAS
English Language Proficiency Standards
Correlated to
Hands-On English, K-1 Beginners
Ballard & Tighe

Texas English Language Proficiency Standards	Hands-On English Teacher's Guide Citations
(1) Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. The following proficiency level descriptors for listening are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.	
(A) Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:	
(i) struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports such as visuals, slower speech and other verbal cues, and gestures;	
(ii) struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs; and	
(iii) may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues.	

(B) Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:	
(i) usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations such as visuals, slower speech and other verbal cues, simplified language, gestures, and preteaching to preview or build topic-related vocabulary;	<p>This standard is addressed extensively throughout the program. Some examples are:</p> <p>Chapter 1: L1; L2</p> <p>Chapter 2: L1; L5</p> <p>Chapter 3: L2; L3</p> <p>Chapter 4: L2; L4</p> <p>Chapter 5: L3; L8</p> <p>Chapter 6: L1; L3</p> <p>Chapter 7: L2; L6</p> <p>Chapter 8: L2; L5</p> <p>Chapter 9: L4; L2</p> <p>Chapter 10: L5; L6</p>

<p>(ii) often identify and distinguish key words and phrases necessary to understand the general meaning during social and basic instructional interactions that have not been intentionally modified for ELLs; and</p>	<p>This standard is addressed extensively throughout the program. Some examples are:</p> <p>Chapter 1: L3; L4</p> <p>Chapter 2: L2; L3</p> <p>Chapter 3: L4; L6</p> <p>Chapter 4: L2; L4</p> <p>Chapter 5: L2; L3</p> <p>Chapter 6: L2; L5</p> <p>Chapter 7: L1; L2</p> <p>Chapter 8: L1; L3</p> <p>Chapter 9: L3; L4</p> <p>Chapter 10: L1; L4</p>
<p>(iii) have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech.</p>	
<p>(C) Advanced. Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students:</p>	
<p>(i) usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding;</p>	
<p>(ii) understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs; and</p>	
<p>(iii) occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.</p>	
<p>(D) Advanced high. Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings. These students: remove/block out</p>	

(i) understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used;	
(ii) understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions; and remove/block out	
(iii) rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear.	

(2) **Speaking, Kindergarten-Grade 12.** ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. The following proficiency level descriptors for speaking are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction.

(A) Beginning. Beginning ELLs have little or no ability to speak English in academic and social settings. These students:

(i) mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate;	<p>This standard is addressed extensively throughout the program. Some examples are:</p> <p>Chapter 1: L2; L6</p> <p>Chapter 2: L2; L3</p> <p>Chapter 3: L3; L4</p> <p>Chapter 4: L4; L5</p> <p>Chapter 5: L2; L3</p> <p>Chapter 6: L1; L3</p> <p>Chapter 7: L3; L8</p> <p>Chapter 8: L2; L3</p> <p>Chapter 9: L3; L6</p> <p>Chapter 10: L2; L3</p>
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(ii) speak 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;

This standard is addressed extensively throughout the program. Some examples are:

Chapter 1:

L1

Chapter 2:

L2

Chapter 3:

L2

Chapter 4:

L1

Chapter 5:

L2

Chapter 6:

L2;

Chapter 7:

L3

Chapter 8:

L2

Chapter 9:

L3

Chapter 10:

L3

<p>(iii) lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material;</p>	<p>This standard is addressed extensively throughout the program using Sentence Frames. Some examples are:</p> <p>Chapter 1: L1; L2; English Mat; Capstone Project</p> <p>Chapter 2: L1; L2; English Mat; Capstone Project</p> <p>Chapter 3: L3; L4; English Mat; Capstone Project</p> <p>Chapter 4: L3; L5; English Mat; Capstone Project</p> <p>Chapter 5: L2; L3; English Mat; Capstone Project</p> <p>Chapter 6: L1; L3; English Mat; Capstone Project</p> <p>Chapter 7: L2; L3; English Mat; Capstone Project</p> <p>Chapter 8: L1; L2; English Mat; Capstone Project</p> <p>Chapter 9: L2; L3; English Mat; Capstone Project</p> <p>Chapter 10: L1; L3; English Mat; Capstone Project</p>
<p>(iv) exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material; and</p>	
<p>(v) typically use pronunciation that significantly inhibits communication.</p>	

<p>(B) Intermediate. Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings. These students:</p>	
<p>(i) are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning;</p>	<p>Chapter 1: L5; L6; L7; L9; Chapter Reflection</p> <p>Chapter 2: L4; L5; L9; L10; Capstone Project; Chapter Reflection</p> <p>Chapter 3: L3; L8; L9; L10; Capstone Project; Chapter Reflection</p> <p>Chapter 4: L3; L5; L7; L10; Capstone Project; Chapter Reflection</p> <p>Chapter 5: L8; L9; L10; Capstone Project; Chapter Reflection</p> <p>Chapter 6: L1; L3; L7; L8; L9; L10; Capstone Project; Chapter Reflection</p> <p>Chapter 7: L3; L6; L8; L10; Capstone Project; Chapter Reflection</p> <p>Chapter 8: L3; L4; L7; Capstone Project; Chapter Reflection</p> <p>Chapter 9: L2; L7; L9; Capstone Project; Chapter Reflection</p> <p>Chapter 10: L4; L6; L9; Capstone Project; Chapter Reflection</p>
<p>(ii) speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail;</p>	<p>Chapter 1: L6; L9</p> <p>Chapter 2: L3; L6; L9; Capstone Project</p> <p>Chapter 3: L1; L3; L6; L10; Chapter Reflection, Capstone Project</p> <p>Chapter 4: L1; L5; L10; Capstone Project</p> <p>Chapter 5: L1; L6; L8; L9; L10; Capstone Project</p> <p>Chapter 6: L1; L2; L3; L7; L10; Capstone Project</p> <p>Chapter 7: L3; L7; L10; Capstone Project</p> <p>Chapter 8: L2; L3; L5; L7; L10; Capstone Project</p> <p>Chapter 9: L2; L6; L10; Capstone Project</p> <p>Chapter 10: L3; L5; L7; Capstone Project</p>

<p>(iii) exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense;</p>	<p>Chapter 1: L6; L7 Chapter 2: L7 Chapter 3: L8 Chapter 4: L1; L2; L4; L5; L6 L10 Chapter 5: L2; L3; L4; L6; L8; L9; L10 Chapter 6: L3; L7 Chapter 7: L3; L7; L9 Chapter 8: L3; L5; L8; L9 Chapter 9: L1; L2; L4; L7; L9; L10 Chapter 10: L3; L5</p>
<p>(iv) exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English; and</p>	
<p>(v) use pronunciation that can usually be understood by people accustomed to interacting with ELLs.</p>	<p>Chapter 1: Capstone Project Chapter 4: Capstone Project Chapter 6: Capstone Project Chapter 8: L7; Capstone Project Chapter 10: Capstone Project</p>

(C) Advanced. Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings. These students:	
(i) are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning;	
(ii) discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics;	
(iii) have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features;	
(iv) make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions; and	
(v) may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs.	
(D) Advanced high. Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings. These students:	
(i) are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses;	
(ii) communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers;	
(iii) can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers;	
(iv) make few second language acquisition errors that interfere with overall communication; and	
(v) may mispronounce words, but rarely use pronunciation that interferes with overall communication.	

(3) **Reading**, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. The following proficiency level descriptors for reading are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent readers.

(A) **Beginning**. Beginning ELLs have little or no ability to use the English language to build foundational reading skills. These students:

(i) derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are:

(l) read in short "chunks;"

Chapter 1:

L5; L8

Chapter 2:

L4; L8;

Chapter 3:

L5; L9

Chapter 4:

L3; L6

Chapter 5:

L4; L7

Chapter 6:

L4; L8

Chapter 7:

L4; L5; L8

Chapter 8:

L4; L6

Chapter 9:

L1; L5

Chapter 10:

L2; L4

<p>(II) controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced;</p>	<p>Chapter 1: L5; L8 Chapter 2: L4; L8 Chapter 3: L5; L9 Chapter 4: L3; L6 Chapter 5: L4; L7 Chapter 6: L4; L8 Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5 Chapter 10: L2; L4</p>
<p>(III) accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech;</p>	<p>Chapter 1: L5; L8 Chapter 2: L4; L8; Chapter 3: L5; L9 Chapter 4: L3; L6 Chapter 5: L4; L7 Chapter 6: L4; L8 Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5 Chapter 10: L2; L4</p>
<p>(ii) begin to recognize and understand environmental print in English such as signs, labeled items, names of peers, and logos; and</p>	<p>Chapter 8: L2, L8, L10 Chapter 9: L2; L4; L5; Capstone</p>

(iii) have difficulty decoding most grade-appropriate English text because they:	
(I) understand the meaning of very few words in English; and	
(II) struggle significantly with sounds in spoken English words and with sound-symbol relationships due to differences between their primary language and English.	
(B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:	
(i) demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:	
(I) predictable story lines;	Chapter 1: L5; L8 Chapter 2: L4; L8 Chapter 3: L5; L9 Chapter 4: L3; L6 Chapter 5: L4; L7 Chapter 6: L4; L8 Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5 Chapter 10: L2; L4

<p>(II) highly familiar topics;</p>	<p>Chapter 1: L5; L8 Chapter 2: L4; L8 Chapter 3: L5; L9 Chapter 4: L3; L6 Chapter 5: L4; L7 Chapter 6: L4; L8 Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5 Chapter 10: L2; L4</p>
<p>(III) primarily high-frequency, concrete vocabulary;</p>	<p>Chapter 1: L5; L8 Chapter 2: L4; L8 Chapter 3: L5; L9 Chapter 4: L3; L6 Chapter 5: L4; L7 Chapter 6: L4; L8 Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5 Chapter 10: L2; L4</p>

(IV) short, simple sentences; and	<p>Chapter 1: L5; L8</p> <p>Chapter 2: L4; L8</p> <p>Chapter 3: L5; L9</p> <p>Chapter 4: L3; L6</p> <p>Chapter 5: L4; L7</p> <p>Chapter 6: L4; L8</p> <p>Chapter 7: L4; L5; L8</p> <p>Chapter 8: L4; L6</p> <p>Chapter 9: L1; L5</p> <p>Chapter 10: L2; L4</p>
(V) visual and linguistic supports;	<p>Chapter 1: L5; L8</p> <p>Chapter 2: L4; L8</p> <p>Chapter 3: L5; L9</p> <p>Chapter 4: L3; L6</p> <p>Chapter 5: L4; L7</p> <p>Chapter 6: L4; L8</p> <p>Chapter 7: L4; L5; L8</p> <p>Chapter 8: L4; L6</p> <p>Chapter 9: L1; L5</p> <p>Chapter 10: L2; L4</p>
(ii) regularly recognize and understand common environmental print in English such as signs, labeled items, names of peers, logos; and	<p>Chapter 8: L2; L8; L10</p> <p>Chapter 9: L2; L4; L5; Capstone</p>

(iii) have difficulty decoding grade-appropriate English text because they:	
(I) understand the meaning of only those English words they hear frequently; and	
(II) struggle with some sounds in English words and some sound-symbol relationships due to differences between their primary language and English.	
(C) Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:	
(i) demonstrate comprehension of most main points and most supporting ideas in grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning;	Hands-On English provides scaffolded practice in order to begin to develop these skills, however, no independent achievement is expected.
(ii) recognize some basic English vocabulary and high-frequency words in isolated print; and	Chapter 7: L4; L5; L8 Chapter 8: L4; L6 Chapter 9: L1; L5 Chapter 10: L2; L4
(iii) with second language acquisition support, are able to decode most grade-appropriate English text because they:	
(I) understand the meaning of most grade-appropriate English words; and	
(II) have little difficulty with English sounds and sound-symbol relationships that result from differences between their primary language and English.	
(D) Advanced high. Advanced high ELLs have the ability to use the English language, with minimal second language acquisition support, to build foundational reading skills. These students:	
(i) demonstrate, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, comprehension of main points and supporting ideas (explicit and implicit) in grade-appropriate stories read aloud in English;	
(ii) with some exceptions, recognize sight vocabulary and high-frequency words to a degree nearly comparable to that of native English-speaking peers; and	

(iii) with minimal second language acquisition support, have an ability to decode and understand grade-appropriate English text at a level nearly comparable to native English-speaking peers.	
(4) Writing, Kindergarten-Grade 1. ELLs in Kindergarten and Grade 1 may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. The following proficiency level descriptors for writing are sufficient to describe the overall English language proficiency levels of ELLs in this language domain in order to linguistically accommodate their instruction and should take into account developmental stages of emergent writers.	
(A) Beginning. Beginning ELLs have little or no ability to use the English language to build foundational writing skills. These students:	
(i) are unable to use English to explain self-generated writing such as stories they have created or other personal expressions, including emergent forms of writing (pictures, letter-like forms, mock words, scribbling, etc.);	
(ii) know too little English to participate meaningfully in grade-appropriate shared writing activities using the English language;	
(iii) cannot express themselves meaningfully in self-generated, connected written text in English beyond the level of high-frequency, concrete words, phrases, or short sentences that have been recently practiced and/or memorized; and	
(iv) may demonstrate little or no awareness of English print conventions.	

(B) Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational writing skills. These students:	
(i) know enough English to explain briefly and simply self-generated writing, including emergent forms of writing, as long as the topic is highly familiar and concrete and requires very high-frequency English;	<p>Chapter 1: L5; L8; L10; English Mat</p> <p>Chapter 2: L4; L6; L8; English Mat</p> <p>Chapter 3: L3; L5; L7; L9; Capstone Project; English Mat</p> <p>Chapter 4: L2; L5; L8; L9; Capstone Project; English Mat</p> <p>Chapter 5: L2; L3; L5; L7; L9; English Mat</p> <p>Chapter 6: L2; L3; L4; L7; L9; English Mat</p> <p>Chapter 7: L1; L2; L6; L7; L9; English Mat</p> <p>Chapter 8: L1; L3; L4; L6; L8; L9; English Mat</p> <p>Chapter 9: L2; L9; L10; English Mat</p> <p>Chapter 10: L2; L7; L9; English Mat</p>
(ii) can participate meaningfully in grade-appropriate shared writing activities using the English language only when the writing topic is highly familiar and concrete and requires very high-frequency English;	<p>Chapter 1: English Mat</p> <p>Chapter 4: L3; L9; English Mat</p> <p>Chapter 6: L6; English Mat</p> <p>Chapter 7: L9; English Mat</p> <p>Chapter 8: L4; L6; L7; English Mat</p> <p>Chapter 9: L5; English Mat</p> <p>Chapter 10: L9; English Mat</p>

<p>(iii) express themselves meaningfully in self-generated, connected written text in English when their writing is limited to short sentences featuring simple, concrete English used frequently in class; and</p>	<p>Chapter 1: English Mat Chapter 2: L9; English Mat Chapter 3: L7; L9; English Mat Chapter 4: English Mat Chapter 5: English Mat Chapter 6: L2; L3; L5; L7; L9; English Mat Chapter 7: L1; L2; L3; L6; L9; English Mat Chapter 8: L1; L8; L9; English Mat Chapter 9: L6; L7; L8; English Mat Chapter 10: L2; English Mat</p>
<p>(iv) frequently exhibit features of their primary language when writing in English such as primary language words, spelling patterns, word order, and literal translating.</p>	
<p>(C) Advanced. Advanced ELLs have the ability to use the English language to build, with second language acquisition support, foundational writing skills. These students:</p>	

<p>(i) use predominantly grade-appropriate English to explain, in some detail, most self-generated writing, including emergent forms of writing;</p>	<p>Chapter 1: English Mat Chapter 2: English Mat Chapter 3: English Mat Chapter 4: English Mat Chapter 5: English Mat Chapter 6: English Mat Chapter 7: English Mat Chapter 8: English Mat Chapter 9: English Mat Chapter 10: English Mat</p>
<p>(ii) can participate meaningfully, with second language acquisition support, in most grade-appropriate shared writing activities using the English language;</p>	<p>Chapter 1: English Mat Chapter 2: English Mat Chapter 3: English Mat Chapter 4: English Mat Chapter 5: English Mat Chapter 6: English Mat Chapter 7: English Mat Chapter 8: English Mat Chapter 9: English Mat Chapter 10: English Mat</p>

<p>(iii) although second language acquisition support is needed, have an emerging ability to express themselves in self-generated, connected written text in English in a grade-appropriate manner; and</p>	<p>Chapter 1: English Mat Chapter 2: English Mat Chapter 3: English Mat Chapter 4: English Mat Chapter 5: English Mat Chapter 6: English Mat Chapter 7: English Mat Chapter 8: English Mat Chapter 9: English Mat Chapter 10: English Mat</p>
<p>(iv) occasionally exhibit second language acquisition errors when writing in English.</p>	

(D) Advanced high. Advanced high ELLs have the ability to use the English language to build, with minimal second language acquisition support, foundational writing skills. These students:	
(i) use English at a level of complexity and detail nearly comparable to that of native English-speaking peers when explaining self-generated writing, including emergent forms of writing; NO AH ALIGNMENT	
(ii) can participate meaningfully in most grade-appropriate shared writing activities using the English language; and	
(iii) although minimal second language acquisition support may be needed, express themselves in self-generated, connected written text in English in a manner nearly comparable to their native English-speaking peers.	