Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language

Subchapter C. High School

§128.33. Implementation of Texas Essential Knowledge and Skills for English as a Second Language, High School, Adopted 2017.

(a)   The provisions of §§128.34-128.36 of this subchapter shall be implemented by school districts.

(b)   No later than August 31, 2019, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for English as a Second Language as adopted in §§128.34-128.36 of this subchapter.

(c)   If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§128.34-128.36 of this subchapter shall be implemented beginning with the 2020-2021 school year and apply to the 2020-2021 and subsequent school years.

(d)   If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§128.34-128.36 of this subchapter shall be implemented for the following school year.

(e)   Section 128.31 and §128.32 of this subchapter shall be superseded by the implementation of §§128.34-128.36 of this section.

§128.34. English I for Speakers of Other Languages (One Credit), Adopted 2017.

(a)   General requirements. Students shall be awarded one credit for successful completion of this course. Recommended corequisite: English Language Development and Acquisition (ELDA).

      (1)   The essential knowledge and skills for English I for Speakers of Other Languages (ESOL I) are described in §74.4 of this title (relating to English Language Proficiency Standards) as well as subsection (b) of this section and are aligned to the knowledge and skills and student expectations in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for English language learners (ELLs).

      (2)   ESOL I may be substituted for English I as provided by Chapter 74, Subchapter B, of this title (relating to Graduation Requirements). All expectations apply to ESOL I students; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards.

(b)   Introduction.

      (1)   The ESOL Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's 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. They 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 this course mirror the essential knowledge and skills for English language arts and reading, which are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and 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. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. 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)   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.

(c)   Knowledge and skills.

(1)   Developing and sustaining foundational language skills: listening, speaking, and discussion--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:

(A)   listen actively, respond appropriately, and adjust communication to audiences and purposes;

(B)   share prior knowledge with peers and others to facilitate communication;

(C)   follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;

(D)   develop social communication and produce oral language in contextualized and purposeful ways;

(E)   conduct an interview, including social, informative, and literary;

2

      (F)   give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;

      (G)   listen and respond to critique from peers after an oral presentation; and

      (H)   participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.

(2)   Developing and sustaining foundational language skills: listening, speaking, reading, and writing-- beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:

      (A)   demonstrate and apply phonetic knowledge; and

      (B)   write complete words, thoughts, and answers legibly.

(3)   Developing and sustaining foundational language skills: listening, speaking, reading, and writing-- vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:

      (A)   use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise meaning of technical or discipline-based vocabulary;

      (B)   analyze context to distinguish between the denotative and connotative meanings of words;

      (C)   identify and use words that name actions, directions, positions, sequences, and locations;

      (D)   determine the meaning of foreign words or phrases used frequently in English such as caveat emptor, carte blanche, tête-à-tête, pas de deux, bon appétit, and quid pro quo;

      (E)   use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and

      (F)   investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.

(4)   Developing and sustaining foundational language skills: listening, speaking, reading, and writing-- fluency. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

(5)   Developing and sustaining foundational language skills: listening, speaking, reading, and writing-- 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.

(6)   Comprehension skills: listening, speaking, reading, and writing using multiple texts. The student uses metacognitive skills to comprehend text with increasing depth and complexity. Based on the student's language proficiency level, 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, 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 the larger community;

(F)   make inferences and use evidence to support understanding;

(G)   evaluate information read to determine what is most important;

(H)   synthesize information to create new understanding; and

(I)   monitor comprehension and make adjustments when understanding breaks down.

(7)   Response skills: listening, speaking, reading, and writing using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

(A)   describe the personal and emotional connections to a variety of sources, including self-selected texts;

(B)   write a response with accurate and relevant text evidence and commentary to compare texts 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 acquired content and academic 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;

(I)   reflect on and adjust responses as new evidence is presented;

(J)   defend or challenge authors' claims using relevant text evidence; and

(K)   express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions.

(8)   Multiple genres: listening, speaking, reading, and writing using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is 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 authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;

(C)   analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and

(D)   describe the impact of the setting on both character development and plot structure.

(9)   Multiple genres: listening, speaking, reading, and writing 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. Based on the student's language proficiency level, the student is expected to:

(A)   demonstrate knowledge of American, British, and world literature across literary periods;

(B)   analyze the structure or prosody such as meter and rhyme scheme and graphic elements such as line length, punctuation, and word position in poetry;

(C)   describe how a playwright develops dramatic action through the use of dialogue, soliloquies, and stage directions;

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

4

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(i) controlling idea and clear thesis, relevant supporting evidence, pertinent examples, and conclusion;

(ii) chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers; and

(iii) multiple organizational patterns within a text to develop the thesis; and

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

(i) clear arguable claim, appeals, and convincing conclusion;

(ii) counter arguments, types of evidence, concessions, and call to action; and

(iii) identifiable audience or reader.

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(10) Author's craft: listening, speaking, reading, and writing 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. Based on the student's language proficiency level, the student is expected to:

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(A) identify and analyze the use of extended metaphor, paradox, irony, and oxymoron;

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

(C) identify and analyze the use of rhetorical devices, including allusion, repetition, appeals, and rhetorical questions; and

(D) explain the difference between rhetorical devices and logical fallacies.

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(11) Composition: listening, speaking, reading, and writing using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, the student is expected to:

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(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) organizing with purposeful structure, including a strategic introduction, transitions, sentence-to-sentence coherence, and a conclusion; and

(ii) developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;

(C) revise drafts for clarity, development, organization, style, diction, and sentence fluency, including parallel structure;

(D) edit drafts using standard English conventions, including:

(i) a variety of complete sentences and avoidance of splices, run-ons, and fragments;

(ii) consistent, appropriate use of verb tense and active and passive voice;

(iii) subject-verb agreement;

(iv) pronoun-antecedent agreement;

(v) apostrophes to show possession;

(vi) accurate usage of homonyms;

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          (vii)   correct capitalization;

          (viii)   commas to set off infinitive and participle phrases;

          (ix)   semi-colons to indicate a relationship between closely related independent clauses;

          (x)   dashes, colons, parentheses, brackets, and ellipses; and

          (xi)   correct spelling, including abbreviations;

     (E)   use sentence-combining techniques to create a variety of sentence structures and lengths;

     (F)   develop voice; and

     (G)   publish written work for appropriate audiences.

  (12)   Composition: listening, speaking, reading, and writing using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, 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 personal or informative essays;

     (C)   compose argumentative texts; and

     (D)   compose correspondence in a professional or friendly structure.

  (13)   Inquiry and research: listening, speaking, reading, and writing using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, the student is expected to:

     (A)   develop student-selected questions for formal and informal inquiry;

     (B)   critique the research process at each step to implement changes as the need occurs and is 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)   examine sources for:

          (i)   validity, reliability, and accuracy;

          (ii)   bias, including omission; and

          (iii)   faulty reasoning such as ad hominem, loaded language, and slippery slope;

     (G)   synthesize information;

     (H)   display academic citations and use source materials ethically;

     (I)   incorporate digital technology when appropriate; and

     (J)   use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.

§128.35. English II for Speakers of Other Languages (One Credit), Adopted 2017.

(a)   General requirements. Students shall be awarded one credit for successful completion of this course. Recommended corequisite: English Language Development and Acquisition (ELDA).

  (1)   The essential knowledge and skills for English II for Speakers of Other Languages (ESOL II) are described in §74.4 of this title (relating to English Language Proficiency Standards) as well as subsection (b) of this section and are aligned to the knowledge and skills and student expectations

in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) with additional expectations for English language learners (ELLs).

(2) ESOL II may be substituted for English II as provided by Chapter 74, Subchapter B, of this title (relating to Graduation Requirements). All expectations apply to ESOL II students; however, it is imperative to recognize critical processes and features of second language acquisition and to provide appropriate instruction to enable students to meet these standards.

(b) Introduction.

(1) The ESOL Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's 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. They 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 this course mirror the essential knowledge and skills for English language arts and reading, which are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and 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. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. 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) 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,

7

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.

(c)   Knowledge and skills.

    (1)   Developing and sustaining foundational language skills: listening, speaking, and discussion--oral language. The student develops oral language through listening, speaking, and discussion. Based on the student's language proficiency level, the student is expected to:

        (A)   listen actively, respond appropriately, and adjust communication to audiences and purposes;

        (B)   share prior knowledge with peers and others to facilitate communication;

        (C)   follow, restate, and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;

        (D)   develop social communication and produce oral language in contextualized and purposeful ways;

        (E)   conduct an interview, including social, informative, and literary;

        (F)   advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively;

        (G)   listen and respond to critique from peers after an oral presentation; and

        (H)   participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.

    (2)   Developing and sustaining foundational language skills: listening, speaking, reading, and writing--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Based on the student's language proficiency level, the student is expected to:

        (A)   demonstrate and apply phonetic knowledge; and

        (B)   write complete words, thoughts, and answers legibly.

    (3)   Developing and sustaining foundational language skills: listening, speaking, reading, and writing--vocabulary. The student uses newly acquired vocabulary expressively. Based on the student's language proficiency level, the student is expected to:

        (A)   use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise meaning of technical or discipline-based vocabulary;

        (B)   analyze context to distinguish between denotative and figurative meanings of words;

        (C)   identify and use words that name actions, directions, positions, sequences, and locations;

        (D)   determine the meaning of foreign words or phrases used frequently in English such as status quo, déjà vu, avant-garde, and coup d'état;

        (E)   use multiple-meaning words, homographs, homophones, and commonly confused terms correctly; and

        (F)   investigate expressions such as idioms and word relationships such as antonyms, synonyms, and analogies.

(4) Developing and sustaining foundational language skills: listening, speaking, reading, and writing--fluency. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

(5) Developing and sustaining foundational language skills: listening, speaking, reading, and writing--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.

(6) Comprehension skills: listening, speaking, reading, and writing using multiple texts. The student uses metacognitive skills to comprehend text with increasing depth and complexity. Based on the student's language proficiency level, 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, 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 the larger community;

 (F) make inferences and use evidence to support understanding;

 (G) evaluate information read to determine what is most important;

 (H) synthesize information to create new understanding; and

 (I) monitor comprehension and make adjustments when understanding breaks down.

(7) Response skills: listening, speaking, reading, and writing using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

 (A) describe the personal and emotional connections to a variety of sources, including self-selected texts;

 (B) write a response with accurate and relevant text evidence and commentary to compare texts 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 acquired content and academic 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;

 (I) reflect on and adjust responses as new evidence is presented;

 (J) defend or challenge authors' claims using relevant text evidence; and

 (K) express opinions, ideas, and feelings ranging from communicating in complete sentences to extended discussions.

(8) Multiple genres: listening, speaking, reading, and writing using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. Based on the student's language proficiency level, the student is expected to:

 (A) compare and contrast differences in similar themes expressed across a variety of works;

9

(B)   analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;

(C)   analyze isolated scenes; and

(D)   analyze the impact of the setting on both character development and plot structure.

(9)   Multiple genres: listening, speaking, reading, and writing 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. Based on the student's language proficiency level, the student is expected to:

(A)   demonstrate knowledge of American, British, and world literature across literary periods;

(B)   analyze the effects of metrics; rhyme schemes such as end, internal, slant, and eye; and other conventions in poetry;

(C)   identify and explain the function of archetypes and motifs;

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

(i)   clear thesis, relevant supporting evidence, pertinent examples, and conclusion;

(ii)   chapters, sections, subsections, bibliography, tables, graphs, captions, bullets, and numbers to locate, explain, or use information and gain understanding of text;

(iii)   organizational patterns such as description, temporal sequence, cause and effect, compare and contrast, and problem and solution; and

(iv)   the relationship between organizational design and thesis; and

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

(i)   controlling idea and clear arguable claim, appeals, and convincing conclusion;

(ii)   counter arguments, types of evidence, concessions, and call to action; and

(iii)   identifiable audience or reader.

(10)   Author's craft: listening, speaking, reading, and writing 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. Based on the student's language proficiency level, the student is expected to:

(A)   identify and analyze the use of allusions and motif;

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

(C)   identify and analyze the use of rhetorical devices, including appeals, understatement, overstatement, parallelism, and shifts.

(11)   Composition: listening, speaking, reading, and writing using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Based on the student's language proficiency level, 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:

10

        (i)   organizing with purposeful structure, including a strategic introduction, transitions, sentence-to-sentence coherence, and a conclusion; and

        (ii)   developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;

    (C)   revise drafts for clarity, development, organization, style, diction, and sentence fluency, including parallel structure;

    (D)   edit drafts using standard English conventions, including:

        (i)   a variety of complete sentences and avoidance of splices, run-ons, and fragments;

        (ii)   consistent, appropriate use of verb tense and active and passive voice;

        (iii)   subject-verb agreement;

        (iv)   pronoun-antecedent agreement;

        (v)   apostrophes to show possession;

        (vi)   accurate usage of homonyms;

        (vii)   correct capitalization;

        (viii)   commas to set off infinitive and participle phrases;

        (ix)   semi-colons to indicate a relationship between closely related independent clauses;

        (x)   dashes, colons, parentheses, brackets, and ellipses; and

        (xi)   correct spelling, including abbreviations;

    (E)   use sentence-combining techniques to create a variety of sentence structures and lengths;

    (F)   develop voice; and

    (G)   publish written work for appropriate audiences.

(12)   Composition: listening, speaking, reading, and writing using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. Based on the student's language proficiency level, 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 personal or informative essays;

    (C)   compose argumentative texts; and

    (D)   compose correspondence in a professional or friendly structure.

(13)   Inquiry and research: listening, speaking, reading, and writing using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, the student is expected to:

    (A)   develop student-selected questions for formal and informal inquiry;

    (B)   critique the research process at each step to implement changes as the need occurs and is 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)   examine sources for:

(ii)   bias, including omission; and

(iii)   faulty reasoning such as incorrect premise, hasty generalizations, and either-or;

(G)   synthesize information;

(H)   display academic citations and use source materials ethically;

(I)   incorporate digital technology when appropriate; and

(J)   use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.

§128.36. English Language Development and Acquisition (ELDA) (One Credit), Adopted 2017.

(a)   General requirements.

(1)   Students shall be awarded one credit for successful completion of this course. This course must be taken concurrently with a corequisite language arts course as outlined in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) or this chapter. Recommended corequisites: English I for Speakers of Other Languages (ESOL I) and English II for Speakers of Other Languages (ESOL II).

(2)   Students may take this course with a different corequisite for a maximum of two credits.

(b)   Introduction.

(1)   English Language Development and Acquisition (ELDA) is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs in compliance with federal requirements and the provisions of Chapter 89, Subchapter BB, of this title (relating to Commissioner's Rules Concerning State Plan for Educating English Language Learners) under the Texas Education Code, §§29.051-29.064.

(3)   The English Language Development and Acquisition (ELDA) course will validate a student's native language and culture as a valuable resource and as a foundation to attain the English language. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students.

(4)   Through comprehensible input, students have access to curriculum that accelerates second language acquisition. Students are challenged to apply higher-order thinking skills in all four language domains.

(5)   Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that English language learners 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)   The development of communicative competence occurs through targeted lessons based on students' needs, although academic language proficiency is the focus of instruction.

(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.

(c)   Knowledge and skills.

(1) Developing and sustaining foundational language skills: listening, speaking, and discussion--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, the student is expected to:

    (A) distinguish and produce sounds and intonation patterns of English;

    (B) recognize print directionality of the English language such as reading left to right or top to bottom;

    (C) develop knowledge of relationships between sounds and letters of the English language to represent sounds when writing in English;

    (D) process and use basic academic English language interdisciplinary vocabulary;

    (E) understand the general meaning, main points, and important details of spoken language ranging from familiar to unfamiliar topics;

    (F) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, clothing, colors, and time;

    (G) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;

    (H) identify and use words that name actions, directions, positions, sequences, and locations;

    (I) develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely;

    (J) use print or digital resources such as glossaries, English dictionaries, bilingual dictionaries, thesauri, and available technology to determine meanings and usage;

    (K) listen actively and ask relevant questions to clarify understanding; and

    (L) share prior knowledge with peers and others to facilitate communication and foster respect for others.

(2) Comprehension skills: listening, speaking, reading, and writing using multiple texts. Students use metacognitive skills to comprehend text with increasing depth and complexity. Based on the student's language proficiency level, the student is expected to:

    (A) summarize texts and retell in English or the native language (L1) as needed;

    (B) self-monitor using pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary to enhance comprehension of input from various sources;

    (C) demonstrate comprehension of increasingly complex English by participating in shared reading, responding to questions, and taking notes that are commensurate with language acquisition;

    (D) make connections to personal experiences, ideas in other texts, and the larger community;

    (E) listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language; and

    (F) make inferences and use evidence to support understanding.

(3) Response skills: listening, speaking, reading, and writing using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, the student is expected to:

    (A) formulate and provide effective verbal and non-verbal feedback;

13

      (B)   speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;

      (C)   ask for and give information such as directions, address, name, age, and nationality;

      (D)   express ideas and feelings such as gratitude, needs, opinion, and greetings;

      (E)   communicate non-verbally to effectively and appropriately engage in formal and social interactions;

      (F)   express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions;

      (G)   respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment; and

      (H)   organize information in a variety of ways such as graphics, conceptual maps, and learning logs.

(4)   Multiple genres: listening, speaking, reading, and writing using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, the student is expected to:

      (A)   compare characteristics of cultures represented in various linguistic and non-linguistic sources;

      (B)   read and listen to adapted or linguistically accommodated modified classical, traditional, contemporary, and multicultural works in English or native language (L1) in alignment with grade-level student expectations;

      (C)   use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information; and

      (D)   compare and contrast how events are presented and information is communicated by visual images such as graphic art, illustrations, or photographs versus non-visual text.

(5)   Author's craft: listening, speaking, reading, and writing using multiple texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. Based on the student's proficiency level, the student is expected to:

      (A)   determine and interpret an author's or speaker's intended message;

      (B)   determine the target audience; and

      (C)   determine the purpose of the message.

(6)   Composition: listening, speaking, reading and writing using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, the student is expected to:

      (A)   produce legible work that demonstrates accurate use of the English alphabet, accurate spelling, and correct use of the conventions of punctuation and capitalization;

      (B)   spell familiar words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired;

      (C)   demonstrate control over grammatical elements such as subject-verb agreement, pronoun agreement, and verb forms;

      (D)   use prewriting strategies to generate ideas, develop voice, and plan;

      (E)   write effectively in first person;

       (F)   apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue;

       (G)   arrange phrases, clauses, and sentences into correct and meaningful patterns;

       (H)   compile written ideas to form paragraphs;

       (I)   organize and convert information into different forms such as charts, graphs, and drawings;

       (J)   convey intended meaning while recognizing the meanings and uses of the other registers in English that are often expressed through colloquialisms, idioms, and other language forms;

       (K)   create, revise, edit, and publish using various technology applications;

       (L)   use writing as a study tool to clarify and remember information;

       (M)   evaluate writing for both mechanics and content; and

       (N)   use cohesive devices appropriately.

(7)   Inquiry and research: listening, speaking, reading, and writing using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, the student is expected to:

       (A)   locate appropriate print and non-print information using texts and technical resources, periodicals, and the internet;

       (B)   compile information using available technology;

       (C)   discover, organize, and support in writing what is known and what needs to be learned about a topic; and

       (D)   compare and contrast coverage of the same event in various media such as newspapers, television, documentaries, blogs, and the internet.

English as a Second Language