



We Both Read Bilingual

Grades: K, 1, 2, Early Childhood

States: Texas Essential Knowledge and Skills (TEKS)

We Both Read – Bilingual – All fiction titles in this series correlate to these standards
 Summary: Summary: Based on numerous requests, we are now offering Spanish/English Bilingual Editions of some of our most popular We Both Read books. These Bilingual Editions feature the same “shared reading” format as the English Editions. This makes these books perfect for ESL students and shared reading in Spanish-language homes in which parents read little or no English. And with both English and Spanish text on each page, these books create an opportunity for both children and parents to hone their skills in reading Spanish and English.

Texas Essential Knowledge and Skills (TEKS)

English Language Learners

Grade: K - Adopted 2007

TEKS	TX.74.4 (c) (1)	Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency.
STUDENT EXPECTATION	74.4 (c) (1) (A)	The student is expected to use prior knowledge and experiences to understand meanings in English;
TEKS	TX.74.4 (c) (3)	Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency.
STUDENT EXPECTATION	74.4 (c) (3) (G)	The student is expected to express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
TEKS	TX.74.4 (c) (4)	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.
STUDENT EXPECTATION	74.4 (c) (4) (D)	The student is expected to use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
STUDENT EXPECTATION	74.4 (c) (4) (F)	The student is expected to use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;
STUDENT EXPECTATION	74.4 (c) (4) (G)	The student is expected to demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and

		grade level needs;
STUDENT EXPECTATION	74.4 (c) (4) (H)	The student is expected to read silently with increasing ease and comprehension for longer periods;
STUDENT EXPECTATION	74.4 (c) (4) (I)	The student is expected to demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;
STUDENT EXPECTATION	74.4 (c) (4) (J)	The student is expected to demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (A)	Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:
GRADE LEVEL EXPECTATION	1 (A) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (B)	Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:
GRADE LEVEL EXPECTATION	1 (B) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (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:
GRADE LEVEL EXPECTATION	1 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (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:
GRADE LEVEL EXPECTATION	1 (D) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:

GRADE LEVEL EXPECTATION	2 (B) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (D) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (3) (A)	Beginning. Beginning ELLs have little or no ability to use the English language to build foundational reading skills. These students:
GRADE LEVEL EXPECTATION	3 (A) (i)	Derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are:
INDICATOR	3 (A) (i) (I)	Read in short "chunks;"
INDICATOR	3 (A) (i) (II)	Controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced; and
INDICATOR	3 (A) (i) (III)	Accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (3) (B)	Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:
GRADE LEVEL EXPECTATION	3 (B) (i)	Demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:
INDICATOR	3 (B) (i) (I)	Predictable story lines;
INDICATOR	3 (B) (i) (II)	Highly familiar topics;
INDICATOR	3 (B) (i) (V)	Visual and linguistic supports;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (3) (C)	Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:
GRADE LEVEL	3 (C) (i)	Demonstrate comprehension of most main points and most supporting ideas in

EXPECTATION		grade-appropriate stories read aloud in English, although they may still depend on visual and linguistic supports to gain or confirm meaning;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (3) (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:
GRADE LEVEL EXPECTATION	3 (D) (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;

Grade: 1 - Adopted 2007

TEKS	TX.74.4 (c) (1)	Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.
STUDENT EXPECTATION	74.4 (c) (1) (A)	The student is expected to use prior knowledge and experiences to understand meanings in English;
TEKS	TX.74.4 (c) (3)	Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.
STUDENT EXPECTATION	74.4 (c) (3) (G)	The student is expected to express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
TEKS	TX.74.4 (c) (4)	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.
STUDENT EXPECTATION	74.4 (c) (4) (D)	The student is expected to use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
STUDENT EXPECTATION	74.4 (c) (4) (F)	The student is expected to use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;
STUDENT EXPECTATION	74.4 (c) (4) (G)	The student is expected to demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
STUDENT EXPECTATION	74.4 (c) (4) (H)	The student is expected to read silently with increasing ease and comprehension for longer periods;
STUDENT EXPECTATION	74.4 (c) (4) (I)	The student is expected to demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;
STUDENT EXPECTATION	74.4 (c) (4) (J)	The student is expected to demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content

		area needs; and
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (A)	Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:
GRADE LEVEL EXPECTATION	1 (A) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (B)	Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:
GRADE LEVEL EXPECTATION	1 (B) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (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:
GRADE LEVEL EXPECTATION	1 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (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:
GRADE LEVEL EXPECTATION	1 (D) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (B) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:

GRADE LEVEL EXPECTATION	2 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (D) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (3) (A)	Beginning. Beginning ELLs have little or no ability to use the English language to build foundational reading skills. These students:
GRADE LEVEL EXPECTATION	3 (A) (i)	Derive little or no meaning from grade-appropriate stories read aloud in English, unless the stories are:
INDICATOR	3 (A) (i) (I)	Read in short "chunks;"
INDICATOR	3 (A) (i) (II)	Controlled to include the little English they know such as language that is high frequency, concrete, and recently practiced; and
INDICATOR	3 (A) (i) (III)	Accompanied by ample visual supports such as illustrations, gestures, pantomime, and objects and by linguistic supports such as careful enunciation and slower speech;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (3) (B)	Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:
GRADE LEVEL EXPECTATION	3 (B) (i)	Demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:
INDICATOR	3 (B) (i) (I)	Predictable story lines;
INDICATOR	3 (B) (i) (II)	Highly familiar topics;
INDICATOR	3 (B) (i) (V)	Visual and linguistic supports;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (3) (C)	Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:
GRADE LEVEL EXPECTATION	3 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (3) (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:
GRADE LEVEL	3 (D) (i)	Demonstrate, with minimal second language acquisition support and at a level

EXPECTATION		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;
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Grade: 2 - Adopted 2007

TEKS	TX.74.4 (c) (1)	Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.
STUDENT EXPECTATION	74.4 (c) (1) (A)	The student is expected to use prior knowledge and experiences to understand meanings in English;
TEKS	TX.74.4 (c) (3)	Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.
STUDENT EXPECTATION	74.4 (c) (3) (G)	The student is expected to express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
TEKS	TX.74.4 (c) (4)	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.
STUDENT EXPECTATION	74.4 (c) (4) (D)	The student is expected to use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;
STUDENT EXPECTATION	74.4 (c) (4) (F)	The student is expected to use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;
STUDENT EXPECTATION	74.4 (c) (4) (G)	The student is expected to demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
STUDENT EXPECTATION	74.4 (c) (4) (H)	The student is expected to read silently with increasing ease and comprehension for longer periods;
STUDENT EXPECTATION	74.4 (c) (4) (I)	The student is expected to demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;
STUDENT EXPECTATION	74.4 (c) (4) (J)	The student is expected to demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (A)	Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:
GRADE LEVEL EXPECTATION	1 (A) (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;
TEKS	TX.74.4 (d)	Listening, Kindergarten-Grade 12. ELLs may be at the beginning, intermediate,

	(1)	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.
STUDENT EXPECTATION	74.4 (d) (1) (B)	Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:
GRADE LEVEL EXPECTATION	1 (B) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (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:
GRADE LEVEL EXPECTATION	1 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (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:
GRADE LEVEL EXPECTATION	1 (D) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (B) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (D) (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;
TEKS	TX.74.4 (d) (4)	Reading, Grades 2-12. ELLs in Grades 2-12 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.
STUDENT EXPECTATION	74.4 (d) (4) (A)	Beginning. Beginning ELLs have little or no ability to read and understand English used in academic and social contexts. These students:
GRADE LEVEL EXPECTATION	4 (A) (v)	Are highly dependent on visuals and prior knowledge to derive meaning from text in English; and
GRADE LEVEL EXPECTATION	4 (A) (vi)	Are able to apply reading comprehension skills in English only when reading texts written for this level.
TEKS	TX.74.4 (d) (4)	Reading, Grades 2-12. ELLs in Grades 2-12 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.
STUDENT EXPECTATION	74.4 (d) (4) (B)	Intermediate. Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts. These students:
GRADE LEVEL EXPECTATION	4 (B) (iv)	Understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension;
GRADE LEVEL EXPECTATION	4 (B) (v)	Struggle to independently read and understand grade-level texts; and
GRADE LEVEL EXPECTATION	4 (B) (vi)	Are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level.
TEKS	TX.74.4 (d) (4)	Reading, Grades 2-12. ELLs in Grades 2-12 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.
STUDENT EXPECTATION	74.4 (d) (4) (C)	Advanced. Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students:
GRADE LEVEL EXPECTATION	4 (C) (iii)	Are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text; and
GRADE LEVEL EXPECTATION	4 (C) (iv)	Are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.
TEKS	TX.74.4 (d) (4)	Reading, Grades 2-12. ELLs in Grades 2-12 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.
STUDENT EXPECTATION	74.4 (d) (4) (D)	Advanced high. Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social contexts. These students:
GRADE LEVEL EXPECTATION	4 (D) (ii)	Generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression;
GRADE LEVEL EXPECTATION	4 (D) (iii)	Are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text; and
GRADE LEVEL EXPECTATION	4 (D) (iv)	Are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.

Language Arts

Grade: K - Adopted 2010

TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	K.4 (B)	Ask and respond to questions about texts read aloud.

TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.6)	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	K.6 (A)	Identify elements of a story including setting, character, and key events.
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.8)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	K.8 (B)	Describe characters in a story and the reasons for their actions.
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.23)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Kindergarten
STUDENT EXPECTATION	(K.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	K.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	K.1 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Grade: 1 - Adopted 2010

TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	1.4 (B)	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.
GRADE LEVEL EXPECTATION	1.4 (C)	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.5)	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.9)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	1.9 (B)	Describe characters in a story and the reasons for their actions and feelings.
STUDENT EXPECTATION	(1.12)	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time.
STUDENT EXPECTATION	(1.28)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
STUDENT EXPECTATION	(1.29)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills First Grade
STUDENT	(1.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive

EXPECTATION		reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	1.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	1.1 (D)	Make inferences about text and use textual evidence to support understanding.
GRADE LEVEL EXPECTATION	1.1 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Grade: 2 - Adopted 2010

TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.3)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	2.3 (B)	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.
GRADE LEVEL EXPECTATION	2.3 (C)	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.4)	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.9)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	2.9 (B)	Describe main characters in works of fiction, including their traits, motivations, and feelings.
STUDENT EXPECTATION	(2.12)	Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning.
STUDENT EXPECTATION	(2.29)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
STUDENT EXPECTATION	(2.3)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Second Grade
STUDENT EXPECTATION	(2.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	2.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	2.1 (D)	Make inferences about text using textual evidence to support understanding.
GRADE LEVEL EXPECTATION	2.1 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

We Both Read – Bilingual – All nonfiction titles in this series correlate to these standards
 Summary: Summary: Based on numerous requests, we are now offering Spanish/English Bilingual Editions of some of our most popular We Both Read books. These Bilingual Editions feature the same “shared reading” format as the English Editions. This makes these books perfect for ESL students and shared reading in Spanish-language homes in which parents read little or no English. And with both English and Spanish text on each page, these books create an opportunity for both children and parents to hone their skills in reading Spanish and English.

Texas Essential Knowledge and Skills (TEKS)

English Language Learners

Grade: K - Adopted 2007

TEKS	TX.74.4 (c) (3)	Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.
STUDENT EXPECTATION	74.4 (c) (3) (G)	The student is expected to express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
TEKS	TX.74.4 (c) (4)	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.
STUDENT EXPECTATION	74.4 (c) (4) (F)	The student is expected to use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;
STUDENT EXPECTATION	74.4 (c) (4) (I)	The student is expected to demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;
STUDENT EXPECTATION	74.4 (c) (4) (J)	The student is expected to demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (A)	Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:
GRADE LEVEL EXPECTATION	1 (A) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (B)	Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:
GRADE LEVEL EXPECTATION	1 (B) (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;
TEKS	TX.74.4 (d) (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.
STUDENT	74.4 (d) (1)	Advanced. Advanced ELLs have the ability to understand, with second language

EXPECTATION	(C)	acquisition support, grade-appropriate spoken English used in academic and social settings. These students:
GRADE LEVEL EXPECTATION	1 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (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:
GRADE LEVEL EXPECTATION	1 (D) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (B) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (D) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (3) (B)	Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:
GRADE LEVEL EXPECTATION	3 (B) (i)	Demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:
INDICATOR	3 (B) (i) (V)	Visual and linguistic supports;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (3) (C)	Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:
GRADE LEVEL EXPECTATION	3 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (3) (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:
GRADE LEVEL EXPECTATION	3 (D) (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;

Grade: 1 - Adopted 2007

TEKS	TX.74.4 (c) (3)	Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.
STUDENT EXPECTATION	74.4 (c) (3) (G)	The student is expected to express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
TEKS	TX.74.4 (c) (4)	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.
STUDENT EXPECTATION	74.4 (c) (4) (F)	The student is expected to use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;
STUDENT EXPECTATION	74.4 (c) (4) (I)	The student is expected to demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;
STUDENT EXPECTATION	74.4 (c) (4) (J)	The student is expected to demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (A)	Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:
GRADE LEVEL EXPECTATION	1 (A) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (B)	Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:
GRADE LEVEL EXPECTATION	1 (B) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (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:
GRADE LEVEL EXPECTATION	1 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (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:
GRADE LEVEL EXPECTATION	1 (D) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (B) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (D) (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;

TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (3) (B)	Intermediate. Intermediate ELLs have a limited ability to use the English language to build foundational reading skills. These students:
GRADE LEVEL EXPECTATION	3 (B) (i)	Demonstrate limited comprehension (key words and general meaning) of grade-appropriate stories read aloud in English, unless the stories include:
INDICATOR	3 (B) (i) (V)	Visual and linguistic supports;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (3) (C)	Advanced. Advanced ELLs have the ability to use the English language, with second language acquisition support, to build foundational reading skills. These students:
GRADE LEVEL EXPECTATION	3 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (3) (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:
GRADE LEVEL EXPECTATION	3 (D) (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;

Grade: 2 - Adopted 2007

TEKS	TX.74.4 (c) (3)	Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.
STUDENT EXPECTATION	74.4 (c) (3) (G)	The student is expected to express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
TEKS	TX.74.4 (c) (4)	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.
STUDENT EXPECTATION	74.4 (c) (4) (F)	The student is expected to use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;
STUDENT EXPECTATION	74.4 (c) (4) (I)	The student is expected to demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;

STUDENT EXPECTATION	74.4 (c) (4) (J)	The student is expected to demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (A)	Beginning. Beginning ELLs have little or no ability to understand spoken English in academic and social settings. These students:
GRADE LEVEL EXPECTATION	1 (A) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (B)	Intermediate. Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings. These students:
GRADE LEVEL EXPECTATION	1 (B) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (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:
GRADE LEVEL EXPECTATION	1 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (1) (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:
GRADE LEVEL EXPECTATION	1 (D) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (B) (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;
TEKS	TX.74.4 (d) (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.

STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (C) (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;
TEKS	TX.74.4 (d) (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.
STUDENT EXPECTATION	74.4 (d) (2) (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:
GRADE LEVEL EXPECTATION	2 (D) (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;
TEKS	TX.74.4 (d) (4)	Reading, Grades 2-12. ELLs in Grades 2-12 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.
STUDENT EXPECTATION	74.4 (d) (4) (B)	Intermediate. Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts. These students:
GRADE LEVEL EXPECTATION	4 (B) (iv)	Understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension;
TEKS	TX.74.4 (d) (4)	Reading, Grades 2-12. ELLs in Grades 2-12 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.
STUDENT EXPECTATION	74.4 (d) (4) (C)	Advanced. Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students:
GRADE LEVEL EXPECTATION	4 (C) (iii)	Are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text; and
GRADE LEVEL EXPECTATION	4 (C) (iv)	Are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics.
TEKS	TX.74.4 (d) (4)	Reading, Grades 2-12. ELLs in Grades 2-12 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.
STUDENT EXPECTATION	74.4 (d) (4) (D)	Advanced high. Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade-appropriate English used in academic and social contexts. These students:
GRADE LEVEL EXPECTATION	4 (D) (iii)	Are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text; and
GRADE LEVEL EXPECTATION	4 (D) (iv)	Are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text.

Language Arts

Grade: K - Adopted 2010

TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	K.4 (B)	Ask and respond to questions about texts read aloud.
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT	(K.5)	Reading/Vocabulary Development. Students understand new vocabulary and use it

EXPECTATION		correctly when reading and writing. Students are expected to:
GRADE LEVEL EXPECTATION	K.5 (A)	Identify and use words that name actions, directions, positions, sequences, and locations.
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.9)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.
TEKS	TX.110.11.	English Language Arts and Reading, Kindergarten
STUDENT EXPECTATION	(K.10)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	K.10 (A)	Identify the topic and details in expository text heard or read, referring to the words and/or illustrations.
GRADE LEVEL EXPECTATION	K.10 (B)	Retell important facts in a text, heard or read.
STUDENT EXPECTATION	(K.23)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Kindergarten
STUDENT EXPECTATION	(K.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	K.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	K.1 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Grade: 1 - Adopted 2010

TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.4)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	1.4 (B)	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.
GRADE LEVEL EXPECTATION	1.4 (C)	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.5)	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
TEKS	TX.110.12.	English Language Arts and Reading, Grade 1
STUDENT EXPECTATION	(1.14)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	1.14 (A)	Restate the main idea, heard or read.
GRADE LEVEL EXPECTATION	1.14 (B)	Identify important facts or details in text, heard or read.
GRADE LEVEL EXPECTATION	1.14 (D)	Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.
STUDENT EXPECTATION	(1.28)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas about the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
STUDENT EXPECTATION	(1.29)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are

		expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills First Grade
STUDENT EXPECTATION	(1.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	1.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud).
GRADE LEVEL EXPECTATION	1.1 (D)	Make inferences about text and use textual evidence to support understanding.
GRADE LEVEL EXPECTATION	1.1 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

Grade: 2 - Adopted 2010

TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.3)	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
GRADE LEVEL EXPECTATION	2.3 (B)	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text.
GRADE LEVEL EXPECTATION	2.3 (C)	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.4)	Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
TEKS	TX.110.13.	English Language Arts and Reading, Grade 2
STUDENT EXPECTATION	(2.14)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about and understand expository text and provide evidence from text to support their understanding. Students are expected to:
GRADE LEVEL EXPECTATION	2.14 (A)	Identify the main idea in a text and distinguish it from the topic.
GRADE LEVEL EXPECTATION	2.14 (B)	Locate the facts that are clearly stated in a text.
STUDENT EXPECTATION	(2.29)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language.
STUDENT EXPECTATION	(2.3)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
TEKS	TX.110.10(b)	Figure 19 TAC, Reading/Comprehension Skills Second Grade
STUDENT EXPECTATION	(2.1)	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
GRADE LEVEL EXPECTATION	2.1 (C)	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions).
GRADE LEVEL EXPECTATION	2.1 (D)	Make inferences about text using textual evidence to support understanding.
GRADE LEVEL EXPECTATION	2.1 (F)	Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.