

Mirrors & Windows Correlation to the Texas English Language Proficiency Standards (ELPS) for ELA and Reading – Grade 9

The *Mirrors & Windows: Connecting with Literature* program is 100% aligned with the Texas English Language Proficiency Standards and includes differentiated instruction designed to implement the ELPS as an integral part of each subject in the required curriculum as appropriate for inclusion in instructional materials. Additional support is provided in the *Differentiated Instruction: English Language Learning Support* resource.

Texas English Language Proficiency	EMC Pages That Meet Standards
(b) Knowledge and skills	
<p>(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. The student is expected to:</p>	
<p>(A) use prior knowledge and experiences to understand meanings in English</p>	<p>SE/TE: 2, 22, 79, 87, 118, 204, 206, 219, 232, 258, 282, 286, 428, 430, 564, 570 TE: 30, 111, 112, 283, 457, 464, 566, 572</p>
<p>(B) monitor oral and written language production and employ self-corrective techniques or other resources</p>	<p>SE/TE: 191, 206, 269</p>
<p>(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary</p>	<p>SE/TE: 113, 207 TE: 234, 466, 514</p>
<p>(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)</p>	<p>SE/TE: 97, 191, 206 TE: 362</p>
<p>(F) use accessible language and learn new and essential language in the process</p>	<p>SE/TE: 2, 3, 22, 87, 190, 204, 268, 269, 282, 283, 428, 564, 570 TE: 46, 71, 111, 337, 482, 566, 572</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. 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. The student is expected to:</p>	
<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>SE/TE: 42, 78, 80, 146, 168, 174, 263, 322, 323 TE: 16, 164, 171, 178, 260, 408, 467, 512, 514</p>
<p>(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p>	<p>SE/TE: 41, 191, 551 TE: 162, 350</p>

Guide to Abbreviations: SE = student edition; TE = teacher’s edition

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(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	SE/TE: 42, 79, 470 TE: 36, 72, 296, 335, 464, 482
(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	SE/TE: 11, 21, 41, 51, 65, 77, 95, 123, 135, 157, 189, 191, 211, 215, 219, 220, 225, 231, 235, 241, 249, 251, 261, 267, 409, 414, 415, 435, 441, 451, 453, 459, 469, 549, 551, 552, 553, 584, 585 TE: 100, 162, 171, 296, 317, 328, 335, 337
(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. The student is expected to:	
(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	SE/TE: 97, 191 TE: 292, 485
(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	SE/TE: 97, 191 TE: 292, 485
(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	SE/TE: 41, 65, 189, 191, 206, 269, 435, 549, 583 TE: 554, 585
(E) share information in cooperative learning interactions	SE/TE: 157, 167, 215, 231, 247, 249, 267, 268, 409, 414, 415, 441, 459, 461, 469, 549 TE: 8, 464, 485
(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	SE/TE: 41, 95, 117, 173, 185, 189, 220 TE: 3, 68, 100, 135, 183, 275, 350, 482
(G) 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	SE/TE: 51, 110, 204, 282, 415, 441, 472 TE: 33, 349
(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	SE/TE: 189, 267, 282 TE: 283, 292

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<p>(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. The student is expected to:</p>	
<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>SE/TE: 5, 12, 24, 44, 54, 66, 78, 80, 82, 87, 113, 118, 126, 136, 146, 160, 168, 174, 176, 189, 207, 212, 216, 222, 226, 232, 236, 244, 252, 256, 257, 258, 267, 287, 294, 372, 412, 431, 435, 436, 442, 444, 454, 460, 462, 472, 502, 524 TE: 68, 88, 100, 111, 171, 195, 229, 264, 283, 499, 548, 554, 566, 572, 585</p>
<p>(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text</p>	<p>SE/TE: 2, 3, 5, 12, 24, 44, 54, 66, 82, 110, 112, 113, 118, 126, 136, 146, 160, 168, 176, 185, 204, 206, 207, 212, 216, 222, 226, 232, 236, 244, 252, 258, 263, 282, 286, 287, 294, 428, 430, 431, 436, 444, 454, 462, 472, 502, 524, 564, 566, 570, 572 TE: 432, 446, 536</p>
<p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p>	<p>TE: 162, 260, 331, 337, 482</p>
<p>(F) 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</p>	<p>SE/TE: 2, 3, 5, 6, 12, 24, 42, 44, 54, 66, 82, 110, 113, 118, 126, 136, 146, 160, 167, 168, 176, 185, 204, 206, 207, 211, 212, 216, 220, 222, 225, 226, 231, 232, 235, 236, 241, 244, 247, 249, 252, 257, 258, 260, 261, 264, 282, 286, 287, 294, 428, 430, 431, 435, 436, 444, 454, 462, 472, 502, 524, 564, 570 TE: 14, 36, 112, 128, 162, 178, 214, 223, 228, 318, 331, 337, 346, 362, 434, 475, 495, 507, 513, 514, 534, 541, 574</p>
<p>(G) 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</p>	<p>SE/TE: 5, 11, 12, 19, 20, 21, 24, 40, 44, 50, 54, 64, 66, 74, 76, 82, 94, 97, 105, 113, 117, 118, 121, 122, 123, 125, 126, 134, 136, 142, 143, 145, 146, 153, 156, 159, 160, 165, 166, 168, 175, 176, 181, 184, 185, 207, 211, 212, 215, 216, 219, 222, 225, 226, 231, 232, 235, 236, 240, 244, 247, 251, 252, 255, 258, 260, 261, 263, 267, 269, 270, 271, 277, 279, 287, 294, 321, 323, 343, 345, 371, 387, 389, 404, 405, 406, 411, 413, 416, 417, 422, 423, 431, 435, 436, 440, 443, 444, 450, 453, 454, 458, 459, 461, 462, 468, 471, 472, 493, 497, 501, 502, 519, 521, 523, 524, 544, 546, 548, 559, 569, 581, 584, 585 TE: 180, 190, 243, 268, 283, 289, 291, 306, 329, 342, 379, 408, 509, 512</p>

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across 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 do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	
(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English	SE/TE: 79 TE: 18, 486
(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	SE/TE: 11, 19, 20, 21, 22, 40, 50, 51, 64, 65, 74, 76, 77, 94, 101, 117, 122, 134, 142, 143, 153, 156, 159, 165, 166, 167, 175, 181, 184, 185, 185, 195, 211, 212, 215, 219, 225, 231, 235, 240, 241, 247, 249, 251, 255, 257, 260, 261, 267, 271, 321, 343, 371, 387, 404, 406, 416, 417, 418, 440, 450, 451, 458, 468, 471, 493, 497, 501, 519, 521, 523, 544, 546, 548, 554 TE: 135, 171
(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	SE/TE: 43, 102, 175, 262, 263, 274, 323, 411, 589 TE: 178
(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	SE/TE: 23, 52, 53, 102, 107, 242, 243, 273, 274, 420, 425, 557, 595
(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	SE/TE: 81, 106, 278, 389, 452, 560, 588
(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	SE/TE: 81, 102, 106, 195, 278, 388, 413, 443, 452, 453, 554, 556, 560
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	SE/TE: 11, 19, 20, 21, 40, 41, 50, 51, 53, 64, 65, 74, 76, 77, 94, 97, 99, 102, 105, 106, 117, 122, 123, 134, 135, 142, 143, 145, 153, 157, 166, 167, 181, 184, 185, 189, 211, 215, 219, 220, 225, 230, 231, 235, 240, 241, 247, 255, 260, 261, 267, 270, 271, 272, 274, 276, 277, 278, 321, 343, 371, 387, 389, 404, 406, 408, 409, 416, 417, 418, 420, 423, 424, 435, 440, 441, 443, 450, 451, 458, 459, 468, 469, 471, 493, 497, 501, 519, 521, 523, 544, 546, 548, 549, 552, 553, 554, 555, 556, 559, 560, 569, 581, 583, 584, 585, 586, 587, 588, 589 TE: 183

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