



Grades 4-12

English Language Proficiency Standards

Side-by-side comparison of the 2024 and 2007 ELPS

Eligible English Language Proficiency Standards

Beginning with the 2026-27 school year, all 2024 English Language Proficiency Standards (ELPS) must be implemented in instruction. However, only the 2024 standards that overlap with the 2007 ELPS will be assessed in the 2026-27 and 2027-28 grades 2-12 TELPAS tests.

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2024 ELPS		2007 Streamlined ELPS	Instructional Impacts/Notes
1(A) 	distinguish sounds and intonation patterns by responding with gestures or images, orally, or in writing		<ul style="list-style-type: none"> Model sounds and intonation (questions vs. statements) Provide ways for students to show understanding (speak, write, or gesture) Use visuals and structured talk to support understanding
1(B) 	use contextual factors or word analysis such as cognates, Greek and Latin prefixes, suffixes, and roots to comprehend content-specific vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing	2(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	<ul style="list-style-type: none"> New ELPS: teach students to use word parts (roots, prefixes, suffixes, cognates) to understand what they hear Teach content words and how they are used in context Provide structured ways to show understanding (speak, write, or respond)
1(C) 	respond with accuracy to oral directions, instructions, and requests		<ul style="list-style-type: none"> Give clear directions and model what is expected Expect students to follow directions accurately Provide practice responding to instructions during lessons
1(D) 	use context to construct the meaning of descriptive language, words with multiple meanings, register, and figurative language such as idiomatic expressions heard during formal and informal classroom interactions	2(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions 2(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	<ul style="list-style-type: none"> New ELPS: include idioms, descriptive language, register, and multiple-meaning words Teach students to use context to understand what they hear Provide opportunities to respond and explain understanding after listening
1(E) 	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details	2(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar 2(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 2(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	<ul style="list-style-type: none"> New ELPS: have students show understanding by restating, paraphrasing, summarizing, and asking questions Teach students to listen for key ideas and important details Provide regular opportunities to respond and discuss after listening
1(F) 	derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition		<ul style="list-style-type: none"> Use audio and multimedia sources (lectures, videos, discussions) to build understanding Students use information from different sources to make meaning Provide opportunities to respond and connect ideas after listening









2024 ELPS		2007 Streamlined ELPS	Instructional Impacts/Notes
2(A) 	pronounce words, including high-frequency words, cognates, and increasingly complex syllable types, with accuracy		<ul style="list-style-type: none"> Model how to pronounce words clearly, including academic vocabulary Support accuracy with longer and more complex words Provide regular opportunities to practice speaking and repeating words
2(B) 	speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words	3(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	<ul style="list-style-type: none"> New ELPS: have students use these words during discussions and tasks Teach and model content-area vocabulary during lessons Support speaking with word banks, visuals, and sentence stems
2(C) 	speak using a variety of language and grammatical structures, sentence lengths and types, and transition words		<ul style="list-style-type: none"> Model how to speak in complete and varied sentences Use of different sentence types and transition words Provide structured opportunities to speak using longer, more detailed responses
2(D) 	speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency		<ul style="list-style-type: none"> Model how to adjust language for formal and informal situations Support accurate and fluent speaking in different settings Provide structured opportunities to practice speaking in academic contexts
2(E) 	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse	3(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired 3(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	<ul style="list-style-type: none"> Model how to explain, describe, and justify ideas out loud Use sentence stems to help students add detail and explain thinking Provide regular opportunities to speak in discussions and presentations
2(F) 	restate, ask questions about, or respond to information during formal and informal classroom interactions	3(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment 3(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	<ul style="list-style-type: none"> New ELPS: students actively restate, ask questions, and respond during interactions Teach and practice asking questions during discussions Provide frequent opportunities for students to talk and respond in class

2024 ELPS		2007 Streamlined ELPS	Instructional Impacts/Notes
3(A) 	demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom		<ul style="list-style-type: none"> Model how to track and read text from left to right and top to bottom Reinforce print awareness during reading activities Provide opportunities to practice reading and tracking text independently
3(B) 	decode words using the relationships between sounds and letters and identify syllable patterns, cognates, affixes, roots, or base words		<ul style="list-style-type: none"> Teach how sounds and letters work together to read words Model how to break words into parts (syllables, roots, affixes) Provide practice decoding and reading new words
3(C) 	use high-frequency words, contextual factors, and word analysis such as Greek and Latin prefixes, suffixes, and roots and cognates to comprehend content-area vocabulary in text	4(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	<ul style="list-style-type: none"> New ELPS: use word analysis (roots, affixes, cognates) and context to understand content vocabulary Teach high-frequency and content-area vocabulary in context Provide practice using context and word analysis to understand text
3(D) 	use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend a variety of text	4(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	<ul style="list-style-type: none"> New ELPS: focus on figurative language, idioms, and multiple-meaning words Teach students to use context clues to figure out word meaning Provide practice using context to understand a variety of texts
3(E) 	use pre-reading strategies, including previewing the text features, connecting to prior knowledge, organizing ideas, and making predictions to develop comprehension		<ul style="list-style-type: none"> Preview the text (titles, headings, visuals, structure) Connect to prior knowledge and organize ideas before reading Make predictions to support understanding
3(F) 	derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports	4(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	<ul style="list-style-type: none"> New ELPS: focus on using supports to make meaning from content-area text Teach students to use visuals, context, and language to understand text Provide practice using these supports to show understanding

2024 ELPS		2007 Streamlined ELPS	Instructional Impacts/Notes
3(G) 	demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions	4(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	<ul style="list-style-type: none"> • New ELPS: combine these skills as students retell, paraphrase, summarize, and respond • Teach students to retell, paraphrase, and summarize text • Provide opportunities to respond, discuss, and analyze text
		4(I) 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	
		4(J) 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	
		4(K) demonstrate English comprehension and expand reading skills by employing analytical skills, such as evaluating written information and performing critical analyses commensurate with content-area and grade-level needs	
3(H) 	read with fluency and prosody and demonstrate comprehension of content-area text		<ul style="list-style-type: none"> • Model fluent reading with accuracy, pacing, and expression • Provide regular practice reading content-area text aloud and silently • Check for understanding after reading through discussion or writing

ELPS #	2024 ELPS	2007 Streamlined ELPS	Instructional Impacts/Notes
4(A) 	apply relationships between sounds and letters of the English language to represent sounds when writing		<ul style="list-style-type: none"> • Teach how sounds connect to letters when writing • Model how to break words into sounds and write them • Provide practice writing words using sound-letter patterns
4(B) 	write text following conventional spelling patterns and rules		<ul style="list-style-type: none"> • Teach common spelling patterns and rules • Model how to apply spelling when writing • Provide practice editing and correcting spelling
4(C) 	write using a combination of high-frequency words and content-area vocabulary	5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	<ul style="list-style-type: none"> • New ELPS: use both high-frequency and content-area vocabulary together in writing • Teach and model high-frequency and content-area vocabulary • Provide practice using academic vocabulary in written responses
4(D) 	write content-area texts using a variety of sentence lengths and types and transition words	5(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	<ul style="list-style-type: none"> • New ELPS: simplifies expectations by using a variety of sentence types, lengths, and transition words • Model how to write using different sentence types and lengths • Provide practice writing longer, more detailed sentences
4(E) 	write content-area specific text using conventions such as capitalization, punctuation, and abbreviations and grammatical structures such as subject-verb agreement, verb tense, possessive case, and contractions	5(E) employ increasingly complex grammatical structures in content-area writing commensurate with grade-level expectations, such as: <ol style="list-style-type: none"> (i) using correct verbs, tenses, and pronouns/antecedents (ii) using possessive case (apostrophe s) correctly (iii) using negatives and contractions correctly 5(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	<ul style="list-style-type: none"> • New ELPS: applies the use of conventions (capitalization, punctuation, grammar) within content-area writing • Teach capitalization, punctuation, and grammar in writing • Provide practice editing and revising writing for accuracy
4(F) 	write to narrate, describe, explain, respond, or justify with supporting details and evidence using appropriate content, style, register, and conventions for specific purpose and audience	5(G) narrate, describe, and explain with increasing specificity and detail to fulfill content-area writing needs as more English is acquired	<ul style="list-style-type: none"> • New ELPS : include responding and justifying with evidence, plus attention to purpose and audience • Model how to write to explain, describe, and respond to ideas • Provide practice writing for a purpose and audience

Former “general” ELPS 1(A) through 1(H) are not included in the 2024 ELPS as a separate section. These language learning strategies are now embedded across listening, speaking, reading, and writing standards.

2024 ELPS	2007 Streamlined ELPS	Instructional Impacts/Notes
	1(A) use prior knowledge and experiences to understand meanings in English	
	1(B) monitor oral and written language production and employ self-corrective techniques or other resources	
	1(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
	1(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)	
	1(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build on concept and language attainment	
	1(F) use accessible language and learn new and essential language in the process	
	1(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
	1(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	

Listening

Reporting Category	2024 ELPS	Notes
I Understand spoken words and language structures	1(B) demonstrate an understanding of content-area vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing	Informal (social) language consists of English needed for students to effectively interact, exchange ideas, and engage in various settings and contexts. Formal (academic) language consists of oral and written language used to build knowledge, participate in content-specific discourse, and process complex academic material found in formal school settings and interactions.
	1(D) use context to construct the meaning of descriptive language, words with multiple meanings, register, or figurative language such as idiomatic expressions heard during formal and informal classroom interactions	
II Basic understanding of spoken English	1(E) demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details	
III Analyze and evaluate information in spoken English	1(E) demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details	Listening comprehension is assessed through questions that require students to analyze and evaluate information.

Speaking

Reporting Category	2024 ELPS	Notes
I Provide and summarize information	2(B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words	
	2(E) narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	
	2(F) restate, ask questions about, or respond to information during formal and informal classroom interactions	
II Share opinions and analyze information	2(E) narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	
	2(F) restate, ask questions about, or respond to information during formal and informal classroom interactions	

Reading

Reporting Category	2024 ELPS	Notes
I Understand words and language structures	3(C) use high-frequency words, cognates, and content-area vocabulary to comprehend written classroom materials	
	3(D) use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend classroom materials	
	3(F) derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports	
II Basic understanding of a variety of texts written in English	3(G) demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions	Reading comprehension is assessed through questions that require students to make connections [see grades K-3 2024 ELPS 3(G)], analyze, and evaluate information.
III Analyze and evaluate information and ideas in a variety of texts written in English	3(G) demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions	

Writing

Reporting Category	2024 ELPS	Notes
I Express ideas in writing and address writing assignments	4(C) write using high-frequency words and content-area vocabulary	
	4(D) write using a variety of grade-appropriate sentence lengths and types and connecting words	
	4(E) write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense	
	4(F) write to narrate, describe, explain, respond, or persuade with detail in the content areas	
II Use standard grammar, usage, and spelling to edit writing tasks	4(E) write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense	The student will demonstrate the ability to use English vocabulary and standard grammar, usage, and spelling to develop, revise, and edit grade-appropriate writing tasks across content areas.

