



# Grades K-3

## English Language Proficiency Standards

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

### Eligible English Language Proficiency Standards

Beginning with the 2026–2027 school year, all the 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 2026–2027 and 2027–2028 grades 2–12 TELPAS tests.

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2024 ELPS		2007 Streamlined ELPS	Instructional Impacts/Notes
<b>1(A)</b> 	distinguish sounds and intonation patterns by responding orally, in writing, or with gestures		<ul style="list-style-type: none"> <li>• Model and exaggerate sounds and intonation (questions vs. statements)</li> <li>• Provide simple ways to respond (talk, point, gesture, draw)</li> <li>• Use visuals, repetition, and structured talk to support understanding</li> </ul>
		2(A) distinguish sounds and intonation patterns of English with increasing ease	addressed in 1(A)
		2(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	addressed in 1(A)
<b>1(B)</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	2(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	<ul style="list-style-type: none"> <li>• New ELPS: give clear ways for students to show understanding (gesture, image, talk, writing)</li> <li>• Teach content words during classroom talk</li> <li>• Plan structured chances to respond during lessons</li> </ul>
<b>1(C)</b> 	follow oral directions with accuracy		<ul style="list-style-type: none"> <li>• Give clear directions in small steps</li> <li>• Use visuals, gestures, and modeling to support understanding</li> <li>• Build routines and slowly increase from 1-step to multi-step directions</li> </ul>
<b>1(D)</b> 	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	2(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	<ul style="list-style-type: none"> <li>• New ELPS: include idioms, descriptive language, and multiple-meaning words</li> <li>• Teach students to use context clues to figure out meaning from what they hear</li> <li>• Give chances to respond and explain thinking after listening (talk, draw, or write)</li> </ul>
		2(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
		2(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	addressed in 1(E)

2024 ELPS		2007 Streamlined ELPS	Instructional Impacts/Notes
<b>1(E)</b> 	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, 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	<ul style="list-style-type: none"> <li>• New ELPS: include asking for clarification and adding details</li> <li>• Teach students how to listen and respond (recall, retell, ask questions)</li> <li>• Give chances to show understanding after listening (talk, draw, or write)</li> <li>• Old 2(I) is addressed in new 1(C)</li> </ul>
		2(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
		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	
<b>1(F)</b> 	derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition		<ul style="list-style-type: none"> <li>• Use audio and multimedia (read-alouds, videos, clips) to build understanding</li> <li>• Preview, use visuals, and pause to help students process what they hear</li> <li>• Give chances to respond and repeat learning (talk, draw, act, write)</li> </ul>
		2(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	addressed in 1(F)



2024 ELPS		2007 Streamlined ELPS	Instructional Impacts/Notes
<b>2(A)</b> 	produce sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce words with accuracy		<ul style="list-style-type: none"> <li>Model and practice saying words clearly (including new and content words)</li> <li>Break words into parts and practice saying them</li> <li>Give chances to speak often with support (echo, partner talk)</li> </ul>
		3(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	addressed in 2(A)
<b>2(B)</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"> <li>New ELPS: have students use these words during classroom talk</li> <li>Teach and model content words during lessons</li> <li>Support speaking with visuals, word banks, and sentence stems</li> </ul>
		3(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	integrated across 2(B)
		3(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	integrated across 2(B)
<b>2(C)</b> 	speak using a variety of language and grammatical structures, sentence lengths and types, and connecting words		<ul style="list-style-type: none"> <li>Model how to speak in complete sentences</li> <li>Teach and practice using connecting words (and, because)</li> <li>Give chances to speak using different sentence types (short and longer)</li> </ul>

2024 ELPS		2007 Streamlined ELPS	Instructional Impacts/Notes
		3(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	addressed in 2(C)
<b>2(D)</b> 	speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency		<ul style="list-style-type: none"> <li>• Model how to speak differently in formal and informal situations</li> <li>• Practice speaking with a partner using the right tone and word choice</li> <li>• Support fluency with sentence stems, repetition, and structured talk</li> </ul>
		3(I) adapt spoken language appropriately for formal and informal purposes	Integrated across 2(D)
<b>2(E)</b>   	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	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 3(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	<ul style="list-style-type: none"> <li>• New ELPS: have students add details and explain thinking when speaking</li> <li>• Model how to tell, explain, and share ideas out loud</li> <li>• Give regular chances to speak and share ideas with a partner or group</li> </ul>
<b>2(F)</b>   	restate, ask questions about, or respond to information during formal and informal classroom interactions	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 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	<ul style="list-style-type: none"> <li>• New ELPS: teach and practice asking questions during discussions</li> <li>• Give frequent chances to talk and respond during lessons</li> <li>• Model how to restate and respond to what was said</li> </ul>
		3(E) share information in cooperative learning interactions	integrated across 2(E), 2(F)

2024 ELPS		2007 Streamlined ELPS	Instructional Impacts/Notes
<b>3(A)</b> 	demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom		<ul style="list-style-type: none"> <li>Model how to hold a book and track print (left to right, top to bottom)</li> <li>Use shared reading to show how reading works</li> <li>Give students chances to practice handling books and tracking print</li> </ul>
		4(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	addressed in 3(B)
		4(B) recognize directionality of English reading such as left to right and top to bottom	addressed in 3(A)
<b>3(B)</b> 	decode words using relationships between sounds and letters		<ul style="list-style-type: none"> <li>Teach letter sounds and how they connect to words</li> <li>Model how to sound out and blend words</li> <li>Give daily practice reading and building words</li> </ul>
<b>3(C)</b> 	use high-frequency words, cognates, and content-area vocabulary to comprehend written classroom materials	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"> <li>New ELPS includes cognates; teach high-frequency and content words, including cognates</li> <li>Model how to use known words and cognates to understand text</li> <li>Give practice reading and using words in context</li> </ul>
<b>3(D)</b> 	use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend classroom materials	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"> <li>New ELPS: include idioms, descriptive language, and multiple-meaning words</li> <li>Teach students to use context clues to figure out word meaning</li> <li>Give practice using context to understand text</li> </ul>
<b>3(E)</b> 	use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension		<ul style="list-style-type: none"> <li>Preview the text (look at pictures, titles, headings)</li> <li>Connect to what students already know</li> <li>Make simple predictions before reading</li> </ul>

2024 ELPS		2007 Streamlined ELPS	Instructional Impacts/Notes
		4(D) use prereading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other prereading activities to enhance comprehension of written text	addressed in 3(E)
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"> <li>• New ELPS: focus on using supports to make meaning from content text</li> <li>• Teach students to use visuals, context, and language to understand text</li> <li>• Give practice reading and using supports to show understanding</li> </ul>
		4(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	integrated across 3(F), 3(G)
3(G) 	demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions	<p>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</p> <p>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</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> <li>• New ELPS brings these skills together: connections, retelling, and responding</li> <li>• Teach students to make connections, retell, and respond to text</li> <li>• Give chances to talk or write to show comprehension</li> </ul>
3(H) 	read with fluency and demonstrate comprehension of content-area text		<ul style="list-style-type: none"> <li>• Model fluent reading (accurate, with expression)</li> <li>• Give daily practice reading content-area text</li> <li>• Check for understanding after reading</li> </ul>
		4(H) read silently with increasing ease and comprehension for longer periods	addressed in 3(H)

2024 ELPS		2007 Streamlined ELPS	Instructional Impacts/Notes
<p><b>4(A)</b> </p>	apply relationships between sounds and letters of the English language to represent sounds when writing		<ul style="list-style-type: none"> <li>Teach how sounds match letters when writing</li> <li>Model how to stretch words and write the sounds you hear</li> <li>Give daily practice writing words and simple sentences</li> </ul>
		5(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English	addressed in 4(A)
<p><b>4(B)</b> </p>	spell words following conventional spelling patterns and rules		<ul style="list-style-type: none"> <li>Teach common spelling patterns and rules</li> <li>Model how to spell words step by step</li> <li>Give regular practice spelling and writing words</li> </ul>
		5(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	addressed in 4(B)
<p><b>4(C)</b>   </p>	write using 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"> <li>New ELPS: continue to apply correct spelling patterns in writing</li> <li>Give regular practice spelling and writing words</li> <li>Teach common spelling patterns and rules</li> </ul>
<p><b>4(D)</b>   </p>	write using a variety of grade-appropriate sentence lengths and types and connecting 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"> <li>New ELPS: focus on sentence types and connecting words</li> <li>Model how to write complete sentences (short and longer)</li> <li>Give regular practice writing different types of sentences</li> </ul>
<p><b>4(E)</b>   </p>	write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense	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"> <li>New ELPS: apply grammar and conventions in writing</li> <li>Model how to write correct sentences (verb tense, agreement)</li> <li>Give practice writing and editing simple sentences</li> </ul>
		5(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: <ul style="list-style-type: none"> <li>(i) using correct verbs, tenses, and pronouns/antecedents</li> <li>(ii) using possessive case (apostrophe s) correctly</li> <li>(iii) using negatives and contractions correctly</li> </ul>	

2024 ELPS		2007 Streamlined ELPS	Instructional Impacts/Notes
4(F)  	write to narrate, describe, explain, respond, or persuade with detail in the content areas	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"> <li>• New ELPS: have students narrate, describe, explain, respond, and persuade with detail</li> <li>• Model how to write to tell, describe, and explain ideas</li> <li>• Give regular chances to write for different purposes</li> </ul>

The 2007 Learning Strategies standards 1(A) through 1(H) are no longer included as a standalone strand in the 2024 ELPS. These expectations have been integrated and reworded across the four language domains rather than explicitly reassigned or assessed as separate 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 wrds 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	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.