

Math ELPS Grade K–12 (IMRA)

Subject: Mathematics

Grade: 06

Expectations: 26

Breakouts: 53

Coverage is required in Teacher: 12 and Student: 612 unless otherwise indicated at the breakout level. Breakouts that do not require evidence of coverage in instructional materials are not included.

2. In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily interactions. Academic language proficiency in English consists of the English needed to think critically, understand and learn new concepts, problem solve, and interact and communicate in English academic settings.
3. Classroom instruction that effectively integrates second language acquisition with quality content instruction that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills to reach their full academic potential.
4. Effective instruction in second language acquisition involves giving ELLs opportunities to participate in classroom activities at their current levels of English development while gradually increasing the linguistic complexity of those activities. ELLs are expected to speak and write.
5. The cross-curricular second language acquisition skills in subsection (c) of this section apply to all students in grades K–12.
6. The English language proficiency levels of beginning, intermediate, advanced, and advanced high are defined in the following table.

- (B) monitor oral and written language production and employ ~~self~~ reflective techniques or other resources
 - (i) monitor oral language production and employ ~~self~~ reflective techniques or other resources ~~(E, K12 only)~~
 - (D) speak using learning strategies such as requesting assistance, employing ~~ing~~ cues, and using synonyms and circumlocution (conveying ideas by defining or ~~using~~ when exact English words are not known)
 - (i) speak using learning strategies
 - (E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment
 - (iii) internalize ~~new~~ academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment
 - (iv) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and ~~language~~ attainment
 - (F) use accessible language and learn new and essential language in the process
 - (i) use accessible language and learn new and essential language in the ~~process~~ ~~(E, K12 only)~~
- (2) Crosscurricular 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-

- (l) 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

(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 appropriate academic topics

- (i) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and appropriate academic topics (K-12 only)
- (ii) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and appropriate academic topics

(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired

- (iii) explain with increasing specificity and detail as more English is acquired

(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

- (i) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment
- (ii) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment

(4) Crosscurricular 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 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:

(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials

- (i) develop basic sight vocabulary used routinely in written classroom materials (K-12 only)
- (ii) derive meaning of environmental print
- (iii) comprehend English vocabulary used routinely in written classroom materials
- (iv) comprehend English language structures used routinely in written classroom materials

(D) use prereading supports such as graphic organizers, illustrations, and other topic-related vocabulary and other prereading activities to enhance comprehension of written text

- (i) 111o8 (e)5d(p)-1.9at (-)-1.4 n(a)-2s(v)1.8(h)0.5as(v)1.8(h)]TJc 0.002 Tc 0.004 T-c 30.832 -1.1 0 T[2(m)0

- (iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language
 - (v) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language
 - (vi) use support from peers and teachers to read grade-appropriate content area text
 - (vii) use support from peers and teachers to enhance and confirm understanding
 - (viii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language
 - (ix) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language
 - (x) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language
- (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