

TEKS Texas Essential Knowledge and Skills and Language Tree Online

Cross-Curricular second language acquisition essential knowledge and skills;

Cross-curricular second language acquisition learning strategies. The EL uses language learning strategies to develop an awareness of his or her own learning processes in all content area. In order for the EL 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.

		Language Tree Online Activity and Description
1.A	Use prior knowledge and experiences to understand meanings in English	Lesson 1: Exchanging Information/ Ideas Lesson 2: Interacting via written English Lesson 3: Offering and justifying opinions; negotiating with and persuading others in communicative exchanges Lesson 4: Adapting language choices to various contexts (based on text, purpose, audience and text type) Lesson 7: Evaluating Language choices Lesson 8: Analyzing Language choices
1.B	Monitor oral and written language production and employ self-corrective techniques in other resources	Lesson 1: Exchanging Information/ Ideas Lesson 2: Interacting via written English Lesson 5: Demonstrate active listening in oral presentation activities by asking and answering questions, with prompting and substantial support.
1 C	Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	Lesson 7: Evaluating Language choices Lesson 8: Analyzing Language choices
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.	Lesson 4: Adapting language choices to various contexts (based on text, purpose, audience and text type) Lesson 5: Demonstrate active listening in oral presentation activities by asking and answering questions, with prompting and substantial support.
1 E	Internalize new basic and academic language by using and reusing in meaningful ways in speaking and writing activities that build concept and language attainment	Lesson 1: Exchanging Information/ Ideas Lesson 2: Interacting via written English Lesson 5: Demonstrate active listening in oral presentation activities by asking and answering questions, with prompting and substantial support.

1 F	Use accessible language and learn new and essential language in the process	Lesson 4: Adapting language choices to various contexts (based on text, purpose, audience and text type)
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	Lesson 4: Adapting language choices to various contexts (based on text, purpose, audience and text type) Lesson 5: Demonstrate active listening in oral presentation activities by asking and answering questions, with prompting and substantial support
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.	Lesson 1: Exchanging Information/Ideas Lesson 2: Interacting Via Written English Lesson 4: Adapting language choices to various contexts (based on text, purpose, audience and text type) Lesson 6: Reading/viewing closely a. Explain ideas, phenomena, process, and text relationship based on close reading of a variety of multimedia, with substantial support (main idea) (which sentence supports the ideas that...)

Key Alignment Considerations

Language Tree On-Line ELD Level 1 consists of cross-curricular material designed expressly for secondary grade English learners (EL) at the beginning proficiency level. The program includes five online modules with embedded peer-to-peer modeling with video sequence, audio files, direct vocabulary instruction and interactive literacy and language comprehension skill building activities. Scaffolding supports are presented systematically throughout the material.

Language Tree Online creates pathways for students to connect to content by connecting student’s background, personal experiences, culture and academic knowledge.

A thorough entry assessment helps teachers get a clear understanding of individual student’s prior knowledge and current language gaps; the program also recommends online lessons and in-class activities that teachers should assign to address language skills shortfalls.

The video portion of the program uses diverse actors, academic settings and real-life school situations that are relatable to the target age group.

The program deploys a variety of media and techniques to ensure equity of access. To help ELs with little or no English skills grasp new concepts, the program uses video, images, and audio support cues in both the instructional input and the interactive exercises output. The American School Culture module also includes video input in Spanish as well as English.

Reporting and analytics are an integral part of the program. Teachers can monitor student and class progress during the course through the built-in reporting. Teachers can view lessons completed and scores of the entry and exit assessments.

Teacher-directed class room activities included in the program present opportunities for students to speak in small and whole class situations and for teachers to monitor oral production skills.

The correct use of informal/formal language is addressed in the Collaborative Listening and Speaking module (under “Adapting Language Choices”).

Cross-Curricular second language acquisition acquisition/**listening**

The EL 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. Els may be at the beginning, intermediate, advanced or advanced high stage of English Language acquisition in listening. In order for the EL 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.

		Language Tree Online Activity and Description
2 A	Distinguish sounds and intonation patterns of English with increasing ease	Lesson 1: Exchanging Information/Ideas Lesson 2: Interacting via written English Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type)
2 B	Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters and consonant clusters	Lesson 6: Reading/viewing closely c. use knowledge of morphology (e.g. affixes, roots, and base words), context, reference materials and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.
2 C	Learn new language structures, expressions, and basic academic vocabulary heard during classroom instruction and interactions	Lesson 6: Reading/viewing closely c. use knowledge of morphology (e.g. affixes, roots, and base words), context, reference materials and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.
2 D	Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	Lesson 5: Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support
2 E	Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type)
2 F	Listen to and derive meaning from a variety of media to build and reinforce concept and language attainment	Lesson 1: Exchanging Information/ Ideas Lesson 2: Interacting Via Written English Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type)
2 G	Understand the general meaning, main points, and important details of spoken language from situations in which topics, language and contexts are familiar	Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type) Lesson 5: Demonstrate active listening in oral presentation activities by asking and answering questions, with prompting and substantial support
2 H	Understand implicit ideas and information in increasingly complex spoken-language	Lesson 3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges

	commensurate with grade-level learning	Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type) Lesson 5: Demonstrate active listening in oral presentation activities by asking and answering questions, with prompting and substantial support
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	Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type) Lesson 7: Evaluating Language Choices Lesson 8: Analyzing Language Choices Lesson 12: Selecting Language Resources

Key Alignment Considerations

Language Tree Online ELD level 1 materials address language function features in both productive (speaking) and receptive (listening) activities. Scaffolding supports are presented systematically throughout the materials. The content lessons are presented in a contextual narrative with supported videos/audio and student characters that relate to real-world in-school peer interactions. The characters interact with each other to provide authentic verbal and nonverbal cues to increase contextual comprehension

Listening skills are taught through the following modules: Foundational Literacy Skills, Collaborative Listening and Speaking and Language Function and Construction.

Throughout the program, students have the opportunity to engage in activities across all four language domains. Examples include:

- Listening: Students listen to embedded audio and video and respond to questions;
- Reading: Students read passages and respond to associated questions;
- Speaking: Students have an opportunity to interact with module themes in the online lessons and in teacher-led class discussion; and
- Writing: students are provided with core instruction on how to form sentences with appropriate syntax.

The Foundational Literacy module includes age-appropriate lessons on phonics and phonemic awareness, such as letter sounds, first and last sounds, rhyming and medial vowel substitutions.

The program deploys a variety of media and techniques to ensure understanding so new concepts can be grasped by learners with very limited language comprehension. This includes the use of videos, images, and audio support cues throughout the program.

Teacher-directed class room activities included in the program present opportunities for students to speak in small and whole class situations and for teachers to monitor listening comprehension and oral production skills.

Teachers can monitor student and class progress during the course based on the completion and scores of the assessments and the interactive sections of the lessons.

Active listening skills and comprehension of academic oral discourse/presentations are addressed in the program.

Cross-Curricular second language acquisition acquisition/**speaking**

The EL speaks in a variety of modes for a variety of purposes with an awareness of different registers (formal/ informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. Els may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the EL to meet grade-level learning expectations across the foundation and enrichment of curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency.

		Language Tree Online Activity and Description
3 A	Practice producing sounds of newly acquired vocabulary such as long and short values, silent letters, and consonant clusters to pronounce English words in manner that increasingly comprehensible	Lesson 6: Reading/viewing closely c. use knowledge of morphology (e.g. affixes, roots, and base words), context, reference materials and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics.
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	Lesson 1: Exchanging Information/Ideas Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type) Lesson 7: Evaluating Language Choices Lesson 8: Analyzing Language Choices
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	Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type) Lesson 5: Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support
3 D	Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type) Lesson 5: Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support
3 E	Share information in cooperative learning interactions	
3 F	Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete	Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type)

	vocabulary including key words and expressions included for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	Lesson 5: Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support
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	Lesson 3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type) Lesson 9: Presenting
3 H	Narrate, describe and explain with increasing specificity and detail as more English is acquired	Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type) Lesson 9: Presenting
3 I	Adapt spoken language appropriately for formal and informal purposes	Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type) Lesson 9: Presenting
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	Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type) Lesson 9: Presenting

Key Alignment Considerations

The Language Tree Online ELD level 1 materials address language function features in both productive (speaking) and receptive (listening) activities. Scaffolding supports are presented systematically throughout the materials. The content lessons are presented in contextual narrative with supported videos/audio and student characters that relate to real-world in-school peer interactions. The characters interact with each other to provide authentic verbal and nonverbal cues to increase contextual comprehension.

Speaking skills are taught through the following modules: Foundational Literacy Skills, Collaborative Listening and Speaking and Language Function and Construction.

Throughout the program, students have the opportunity to engage in activities across all four language domains. Examples include:

- Listening: Students listen to embedded audio and video and respond to questions;
- Reading: Students read passages and respond to associated questions;
- Speaking: Students have an opportunity to interact with module themes in the online lessons and in teacher-led class discussion; and
- Writing: Students are provided with core instruction on how to form sentences with appropriate syntax.

For beginning level secondary students, the online modules provide exposure to both high frequency vocabulary and content-specific vocabulary. Students are taught vocabulary through interactive videos, pictures, and audio files. Concept vocabulary is repeated in multiple context in various activities, which provides students with a rich language experience and deepens comprehension.

The program provides ample opportunities for the student to practice and produce sounds through prompts and modelling. Included in the program are chapters on letter sounds, first and last sounds, rhyming and medial vowel substitutions.

Teacher-directed class room activities included in the program present opportunities for students to speak in small and whole class situations and for teachers to monitor listening comprehension and oral production skills.

The American School Culture module includes a vocabulary builder section that focuses on practical vocabulary that newly-arrived English learners should know in order to function and feel comfortable in academic and social contexts.

Speaking skills are covered with specific chapters in the lesson modules. Examples include:

- Exchanging Ideas and Information
- Offering Opinions
- Negotiating and Persuading in Conversation
- Adapting Language Choices
- Listening Actively
- Justifying and Arguing
- Using Specific language for Reading and Writing

Cross-Curricular second language acquisition acquisition/**reading**

The EL reads a variety of texts for a variety of purposes with an increasing level of comprehension in beginning, intermediate, advanced, or advanced high stage of English language acquisition in Reading. In order for the EL 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.

		Language Tree Online Activity and Description
4 A	Learn relationships between sounds and letters of the English language and decode words using a combination of skills such as recognizing sound-letter relationships, identifying cognates, affixes, roots and base words	Lesson 6: Reading/viewing closely Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs Use knowledge of morphology (e.g. affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple- meaning words on familiar topics
4 B	Recognize directionality of English reading such as left to right and top to bottom	Lesson 6: Reading/viewing closely Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs Use knowledge of morphology (e.g. affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple- meaning words on familiar topics
4 C	Develop basic sight vocabulary, derive meaning of environmental print and comprehend English vocabulary and language structures used routinely in written classroom materials	Lesson 6: Reading/viewing closely Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs Lesson 7: Evaluating Language Choices Lesson 8: Analyzing Language Choices
4 D	Use prereading support such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	Lesson 6: Reading/viewing closely Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs Lesson 7: Evaluating Language Choices Lesson 8: Analyzing Language Choices
4 E	Read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	Lesson 6: Reading/viewing closely Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs Lesson 7: Evaluating Language Choices Lesson 8: Analyzing Language Choices
4 F	Use visual and contextual support and support from peers and teachers to read	Lesson 6: Reading/viewing closely

	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	Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs Lesson 7: Evaluating Language Choices Lesson 8: Analyzing Language Choices
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	Lesson 3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges Lesson 6: Reading/viewing closely Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs Lesson 7: Evaluating Language Choices Lesson 8: Analyzing Language Choices
4 H	Read silently with increasing ease and comprehension for longer period	Lesson 6: Reading/viewing closely
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	Lesson 6: Reading/viewing closely
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	Lesson 6: Reading/viewing closely Lesson 8: Analyzing Language Choices
4 K	Demonstrate English comprehension and expand reading skills by employing analytical skill such as evaluating written information and performing critical analysis commensurate with content area and grade-level needs	Lesson 1: Exchanging Information/Ideas Lesson 2: Interacting Via Written English Lesson 6: Reading/viewing closely

Key Alignment Considerations

The Language Tree Online ELD 1 program introduces text at the level of linguistic complexity appropriate for the beginning level English learner at the secondary school grades. Scaffolding supports are presented systematically throughout the material.

Reading skills are taught through the following modules: Foundational Literacy, Collaborative Listening and Speaking, and Language Function and Construction

Throughout the program, students have the opportunity to engage in activities across all four language domains. Examples include:

- Listening: Students listen to embedded audio and video and respond to questions;
- Reading: Students read passages and respond to associated questions;
- Speaking: Students have an opportunity to interact with module themes in the online lessons and in teacher-led class discussion; and
- Writing: Students are provided with core instruction on how to form sentences with appropriate syntax.

For beginning level secondary students, the online modules provide exposure to both high frequency vocabulary and content-specific vocabulary. Students are taught vocabulary through interactive videos, pictures, and audio files. Concept vocabulary is repeated in multiple context in various activities, which provides students with a rich language experience and deepens comprehension.

The program includes practice reading exercises whereby students are asked to read age- and proficiency level-appropriate academic content and answer questions related to the text

The program uses graphic organizers (T-Charts), word banks and images/visual cues to support reading comprehension and vocabulary development.

The American School Culture module includes a vocabulary builder section that focuses on practical vocabulary that newly-arrived English learners should know in order to function and feel comfortable in academic and social contexts.

Reading skills are covered with specific chapters in the lesson modules. Examples include:

- Understanding Text Structure
- Using Specific language for Reading and Writing
- Interacting via Written English
- Connecting and Condensing Ideas

Cross-Curricular second language acquisition acquisition/**writing**

The EL speaks in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the EL to meet grade-level learning expectations across the foundation and enrichment of curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency.

		Language Tree Online Activity and Description
5 A	Learn relationship between sounds and letters of the English language to represent sounds when writing in English	Lesson 6: Reading/viewing closely Use knowledge of morphology (e.g. affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics
5 B	Write using acquired basic vocabulary and content-based grade-level vocabulary	Lesson 10: Writing a. Write short literary and informational texts b. Write brief summaries of texts and experiences using complete sentences and key words
5 C	Spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	Lesson 10: Writing a. Write short literary and informational texts b. Write brief summaries of texts and experiences using complete sentences and key words
5 D	Edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement and appropriate verb tenses commensurate with grade-level expectation as more English is acquired	Lesson 10: Writing a. Write short literary and informational texts b. Write brief summaries of texts and experiences using complete sentences and key words Lesson 12: Selecting Language Resources
5 E	Employ increasingly complex grammar structures in content area writing commensurate with grade-level expectations ie. Using correct verbs, tenses, and pronouns/antecedent, using possessive case apostrophes correctly and using negatives and contractions correctly	Lesson 10: Writing c. Write short literary and informational texts d. Write brief summaries of texts and experiences using complete sentences and key words Lesson 12: Selecting Language Resources
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	Lesson 10: Writing e. Write short literary and informational texts f. Write brief summaries of texts and experiences using complete sentences and key words Lesson 12: Selecting Language Resources

5 G	Narrate, desc Narrate, describe and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	Lesson 4: Adapting language choices to various contexts (based on task, purpose, audience and text type) Lesson 10: Writing g. Write short literary and informational texts h. Write brief summaries of texts and experiences using complete sentences and key words Lesson 12: Selecting Language Resources
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Key Alignment Considerations

Language Tree Online ELD 1 supports the development of beginning level, age-appropriate writing skills. Scaffolding supports are presented systematically throughout the material.

Writing skills are taught through the following modules: Foundational Literacy, Collaborative Listening and Speaking, and Language Function and Construction.

Throughout the program, students have the opportunity to engage in activities across all four language domains.

- Listening: Students listen to embedded audio and video and respond to questions;
- Reading: Students read passages and respond to associated questions;
- Speaking: Students have an opportunity to interact with module themes in the online lessons and in teacher-led class discussion; and
- Writing: Students are provided with core instruction on how to form sentences with appropriate syntax.

The Language Function and Construction modules includes practice exercises that lets students build and complete sentences using engaging “drag and drop” and “drop down” to test understanding of syntax, subject-verb agreement, pronoun agreement and appropriate verb tenses.

The Foundational Literacy module uses age-appropriate context to teach phonics and phonemic awareness. By establishing the relationship between sounds letters of the alphabet, the ELD 1 program supports the development of written language skills.

The program includes vocabulary builders and word banks to support writing and vocabulary development.

Writing and grammar skills are covered with specific chapters in the lesson modules. Examples include:

- Understanding Text Structure
- Using verbs and verb phrases
- Using nouns and noun phrases
- Connecting and Condensing Ideas
- Modifying to add detail
- Using Specific language for Reading and Writing
- Interacting via Written English