



CORRELATION TO

Texas Essential Knowledge and Skills *for*  
**ENGLISH LANGUAGE PROFICIENCY STANDARDS**

**FOSS Texas • Grade 4**

# FOSS Texas Ed. Fourth Grade ELPS Correlation English Language Proficiency Standards

## SE=Student Expectations

### Cross-curricular Second Language Acquisition Essential Knowledge and Skills

#### Cross-curricular second language acquisition/learning strategies

<b>4.1</b>	<b>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.</b>					
ELPS SE	Energy and Electromagnetism Investigation + part (Active Investigation)	Energy and Electromagnetism Investigation Other Components	Water and Landforms Investigation + part (Active Investigation)	Water and Landforms Investigation Other Components	Environments Investigation + part (Active Investigation)	Environments Investigation Other Components
<b>4.1A</b>	Investigation 1.1 Investigation 1.4 Investigation 3.1	Teacher Resources	Investigation 1.1 Investigation 3.3	Teacher Resources	Investigation 4.1	Teacher Resources
<b>4.1B</b>					Investigation 1.1	
<b>4.1C</b>	Investigation 4.1		Investigation 1.2 Investigation 2.1		Investigation 1.1	
<b>4.1D</b>	Investigation 1.3 Investigation 2.3					
<b>4.1E</b>	Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts	Teacher Resources	Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts Inv. 5, all parts	Teacher Resources	Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts	Teacher Resources
<b>4.1F</b>	Investigation 3.2		Investigation 1.1 Investigation 3.2		Investigation 2.1	
<b>4.1G</b>	Investigation 1.1		Investigation 1.1		Investigation 1.1	
<b>4.1H</b>		Teacher Resources		Teacher Resources		Teacher Resources

## Cross-curricular second language acquisition/listening

<b>4.2</b>	<b>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.</b>					
<b>ELPS SE</b>	<b>Energy and Electromagnetism</b> Investigation + part (Active Investigation)	<b>Energy and Electromagnetism</b> Investigation Other Components	<b>Water and Landforms</b> Investigation + part (Active Investigation)	<b>Water and Landforms</b> Investigation Other Components	<b>Environments</b> Investigation + part (Active Investigation)	<b>Environments</b> Investigation Other Components
<b>4.2A</b>	Investigation 1.1 Investigation 1.2		Investigation 1.1		Investigation 3.1	
<b>4.2B</b>	Investigation 1.1 Investigation 1.2		Investigation 1.1		Investigation 3.1	
<b>4.2C</b>	Investigation 3.3	Teacher Resources	Investigation 1.1 Investigation 1.2 Investigation 1.4	Teacher Resources	Investigation 2.2 Investigation 3.1	Teacher Resources
<b>4.2D</b>	Investigation 1.2 Investigation 1.3		Investigation 1.3 Investigation 2.3 Investigation 3.2			
<b>4.2E</b>	Investigation 1.1		Investigation 2.3 Investigation 3.1		Investigation 1.2	
<b>4.2F</b>	Investigation 1.4 Investigation 4.1		Investigation 2.4 Investigation 3.2 Investigation 4.1 Investigation 4.3 Investigation 5.3 Investigation 5.4 Investigation 5.5		Investigation 3.3 Investigation 3.4 Investigation 4.3	
<b>4.2G</b>		Teacher Resources		Teacher Resources		Teacher Resources
<b>4.2H</b>		Teacher Resources		Teacher Resources		Teacher Resources
<b>4.2I</b>			Investigation 1.3 Investigation 2.4 Investigation 3.1 Investigation 3.2 Investigation 3.5		Investigation 2.1 Investigation 2.4	

## Cross-curricular second language acquisition/speaking

<b>4.3</b>	<b>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.</b>					
<b>ELPS SE</b>	<b>Energy and Electromagnetism</b> Investigation + part (Active Investigation)	<b>Energy and Electromagnetism</b> Investigation Other Components	<b>Water and Landforms</b> Investigation + part (Active Investigation)	<b>Water and Landforms</b> Investigation Other Components	<b>Environments</b> Investigation + part (Active Investigation)	<b>Environments</b> Investigation Other Components
<b>4.3A</b>	Investigation 1.1 Investigation 1.2	Teacher Resources	Investigation 1.1	Teacher Resources	Investigation 3.1	Teacher Resources
<b>4.3B</b>	Investigation 1.1 Investigation 1.2	Teacher Resources	Investigation 1.1	Teacher Resources	Investigation 1.1 Investigation 3.1	Teacher Resources
<b>4.3C</b>			Investigation 3.2		Investigation 3.2	
<b>4.3D</b>	Investigation 1.1		Investigation 1.3		Investigation 2.1	
<b>4.3E</b>	Investigation 3.5				Investigation 4.1	
<b>4.3F</b>	Investigation 1.3 Investigation 2.1		Investigation 3.1		Investigation 3.3 Investigation 3.4	
<b>4.3G</b>	Investigation 2.5		Investigation 1.3 Investigation 1.4 Investigation 2.4		Investigation 1.3	
<b>4.3H</b>	Investigation 2.1		Investigation 1.3			
<b>4.3I</b>		Teacher Resources		Teacher Resources		Teacher Resources
<b>4.3J</b>	Investigation 1.4 Investigation 2.4	Teacher Resources	Investigation 2.4 Investigation 3.2 Investigation 4.1 Investigation 4.3 Investigation 5.3 Investigation 5.4 Investigation 5.5	Teacher Resources	Investigation 3.3 Investigation 3.4 Investigation 4.3	Teacher Resources

## Cross-curricular second language acquisition/reading

<b>4.4</b>	<b>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.</b>					
<b>ELPS SE</b>	<b>Energy and Electromagnetism</b> Investigation + part (Active Investigation)	<b>Energy and Electromagnetism</b> Investigation Other Components	<b>Water and Landforms</b> Investigation + part (Active Investigation)	<b>Water and Landforms</b> Investigation Other Components	<b>Environments</b> Investigation + part (Active Investigation)	<b>Environments</b> Investigation Other Components
<b>4.4A</b>	Investigation 2.2 Investigation 3.4		Investigation 1.2 Investigation 2.1 Investigation 2.3 Investigation 3.1 Investigation 4.5		Investigation 1.2 Investigation 3.2 Investigation 4.3	
<b>4.4B</b>	Inv. 1, all parts Inv. 2, all parts Investigation 3.1 Investigation 3.2 Investigation 3.3 Investigation 4.1 Investigation 4.2 Investigation 4.3	Science Resources	Investigation 1.1 Investigation 1.3 Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts	Science Resources	Inv. 1, all parts Investigation 2.1 Investigation 2.2 Inv. 3, all parts Inv. 4, all parts	Science Resources
<b>4.4C</b>	Investigation 1.1 Investigation 4.3		Investigation 1.1 Investigation 5.3		Investigation 1.1 Investigation 2.2 Investigation 3.2	
<b>4.4D</b>		Teacher Resources	Investigation 1.3	Teacher Resources		Teacher Resources
<b>4.4E</b>	Investigation 1.3	Teacher Resources	Investigation 4.4	Teacher Resources		Teacher Resources
<b>4.4F</b>	Investigation 3.3 Investigation 4.2	Teacher Resources	Investigation 3.1 Investigation 5.2 Investigation 5.3 Investigation 5.4	Teacher Resources	Investigation 1.1 Investigation 1.3 Investigation 2.2 Investigation 3.3	Teacher Resources
<b>4.4G</b>		Teacher Resources	Investigation 2.3	Teacher Resources	Investigation 1.1 Investigation 4.1	Teacher Resources
<b>4.4H</b>		Science Resources		Science Resources		Science Resources
<b>4.4I</b>	Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts	Science Resources Teacher Resources	Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts Inv. 5, all parts	Science Resources Teacher Resources	Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts	Science Resources Teacher Resources
<b>4.4J</b>	Inv. 1, all parts	Science Resources	Inv. 1, all parts	Science Resources	Inv. 1, all parts	Science Resources

	Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts	Teacher Resources	Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts Inv. 5, all parts	Teacher Resources	Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts	Teacher Resources
<b>4.4K</b>		Teacher Resources		Teacher Resources		Teacher Resources

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

<b>4.5</b>	<b>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.</b>					
<b>ELPS SE</b>	<b>Energy and Electromagnetism</b> Investigation + part (Active Investigation)	<b>Energy and Electromagnetism</b> Investigation Other Components	<b>Water and Landforms</b> Investigation + part (Active Investigation)	<b>Water and Landforms</b> Investigation Other Components	<b>Environments</b> Investigation + part (Active Investigation)	<b>Environments</b> Investigation Other Components
<b>4.5A</b>	Investigation 1.1 Investigation 1.2	Teacher Resources	Investigation 1.1	Teacher Resources	Investigation 3.1	Teacher Resources
<b>4.5B</b>	Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts	Teacher Resources	Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts Inv. 5, all parts	Teacher Resources	Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts	Teacher Resources
<b>4.5C</b>	Investigation 1.1 Investigation 1.2	Teacher Resources	Investigation 1.1	Teacher Resources	Investigation 3.1	Teacher Resources
<b>4.5D</b>						
<b>4.5E</b>						
<b>i</b>						
<b>ii</b>						
<b>iii</b>						
<b>4.5F</b>	Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts		Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts Inv. 5, all parts		Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts	
<b>4.5G</b>	Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts		Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts Inv. 5, all parts		Inv. 1, all parts Inv. 2, all parts Inv. 3, all parts Inv. 4, all parts	