

continuously using metacognitive skills to monitor their reading, and be read to on a daily basis with choice.

(3) English language learners (ELLs) are their proficiency in English influence knowledge throughout the stages of ELL. Additional scaffolds such as adapted summaries, pictures, realia, glossaries, and other strategies to provide comprehensible input. ELLs can and should be provided with additional language to enhance vocabulary development. Instruction should be in discourse so that it is meaningful. Strategies should ensure linguistic, affective, cognitive

(4) To meet Texas Education Code, §28.002, the continuation of the tradition of teaching reading in the system in regular subject matter and content areas will be provided oral and written narrative. Instruction should be designed to become thoughtful, active citizens of the world and our nation.

Current research [add references] stresses the importance of language acquisition with quality content area instruction to ensure academic language proficiency in English. Instruction must be designed to ensure academic potential. Instruction must be designed to ensure and the student's English language proficiency. Instruction in skills in the required curriculum is acquired. Instruction in acquisition needs, refer to the English language proficiency descriptors located in Chapter 74, Subchapter C.

(5) Oral language proficiency holds a pivotal role in academic language if they are to be maximized across grade levels (Dr. K. A. Baker, 2003).









