

Grade 5 ELPS Correlation Chart

Where every English Language Proficiency Standard student expectation is addressed across the Prepare cluster and Clusters 1 to 8 of the Writing Academy Supplemental Support System.

GRADE

5th Grade Writing

STANDARDS

New ELPS adopted 2024, Grades 4 to 12 (19 TAC §120.21)

SCOPE

36 modules: Prepare and Clusters 1 to 8, four modules each

SOURCE OF EVERY CORRELATION

Each module's Teacher Lesson Plan Guide and the cluster's Content Language Support passage

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How to Read This Chart

Each row is one ELPS student expectation. Each column is one cluster. A navy mark shows where that ELPS is taught in that cluster. Every mark is a live link that opens the exact page or passage on the IMRA review site.

26

of 26 ELPS student expectations addressed

36

module guides checked, Prepare and Clusters 1 to 8

How coverage is counted. Nothing in this chart is inferred. Every mark links to the lesson, activity, or passage where the ELPS is taught. The gold **ss** (Scope and Sequence) mark shows that the Grade 5 TEKS and ELPS Coverage Map (from the Scope and Sequence) also assigns that ELPS to the cluster.

Key

- **2** Module 2 of that cluster teaches the ELPS in its core lessons or activities. Open the link for the exact page.
- **3** Module 3 lists the ELPS only in its Intervention or Enrichment table.
- **CW** A cluster-wide activity, such as a slide deck or song, that teaches the ELPS across the cluster. The row's Activities note names it.
- **TT** Take Turns Reading (Fluency): the teacher and student alternate reading sentences while the student tracks print, using the cluster's Content Language Support passage.
- **ss** The cluster's Scope and Sequence ELPS band also lists it.

Listening Domain

ELPS	Student expectation (verbatim)	Prepare	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6	Cluster 7	Cluster 8	Count
1(A)	Distinguish sounds and intonation patterns by responding with gestures or images, orally, or in writing. Activities: Syllable Types, Week 1 (Prepare, Module 1), slide 2.	1									1
1(B)	Use contextual factors or word analysis such as cognates, Greek and Latin prefixes, suffixes, and roots to comprehend content-specific vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing. Activities: Morphemes, Week 11 Root geo (Cluster 2, Module 3).			3							1
1(C)	Respond with accuracy to oral directions, instructions, and requests.	1 3 4 SS	1 SS	1 2 3 4 SS	2 SS	1 3 SS	2 3 4 SS	2 3 4 SS	1 SS	1 2 4 SS	21
1(D)	Use context to construct the meaning of descriptive language, words with multiple meanings, register, and figurative language such as idiomatic expressions, heard during formal and informal classroom interactions. Activities: Context Clues, Week 1 (Prepare, Module 1), slide 2; Context Clues, Week 1 (Prepare, Module 1), slide 6.	1 1									2
1(E)	Demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details.	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	36
1(F)	Derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition. Activities: Songs: Song Study Sheet (every song), back page; Lesson Plan Guide, Cluster 1, Module 3, page 21.		3								2

Speaking Domain

ELPS	Student expectation (verbatim)	Prepare	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6	Cluster 7	Cluster 8	Count
2(A)	Pronounce words, including high-frequency words, cognates, and increasingly complex syllable types, with accuracy. Activities: Lesson Plan Guide, Cluster 1, Module 1, page 21 (Complete Tier 3 Vocabulary); Syllable Types, Week 1 (Prepare, Module 1), slide 2. Take Turns Reading (Fluency): every Content Language Support passage and the Published Texts teacher scripts.	1 TT	1 TT	TT	TT	TT	TT	TT	TT	TT	11
2(B)	Speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words.		1 3 SS		1 2 3 4 SS			1 SS	2 3 4 SS		10
2(C)	Speak using a variety of language and grammatical structures, sentence lengths and types, and transition words. Activities: Lesson Plan Guide, Cluster 8, Module 1, page 13 (Speaking objective); Lesson Plan Guide, Cluster 1, Module 1, page 12 (Beginning level).		1							1	2
2(D)	Speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency. Activities: Lesson Plan Guide, Cluster 8, Module 1, page 6 (Explain / Educate).									1	1
2(E)	Narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse.	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	36
2(F)	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	1 3 4 SS	1 2 4 SS	1 2 3 4 SS	2 SS	1 3 SS	2 3 4 SS	1 2 3 4 SS	1 SS	1 2 4 SS	24

Reading Domain

[illegible]

Writing Domain

ELPS	Student expectation (verbatim)	Prepare	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6	Cluster 7	Cluster 8	Count
4(A)	Apply relationships between sounds and letters of the English language to represent sounds when writing.							4 SS			1
4(B)	Write text following conventional spelling patterns and rules.	3 4 SS						3 4 SS			4
4(C)	Write using a combination of high-frequency words and content-area vocabulary.	1 2 3 4 SS	1 2 4 SS		1 2 3 4 SS	2 3 4 SS		1 2 3 4 SS	2 3 4 SS	1 3 4 SS	24
4(D)	Write content-area texts using a variety of sentence lengths and types and transition words.	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	2 SS	1 2 3 4 SS	1 2 3 4 SS	1 2 4 SS	32
4(E)	Write content-area specific text using conventions such as capitalization, punctuation, and abbreviations and grammatical structures such as subject-verb agreement, verb tense, possessive case, and contractions.	1 3 4 SS	2 4 SS	1 2 3 SS		1 2 3 SS		2 4 SS	1 SS	2 SS	15
4(F)	Write to narrate, describe, explain, respond, or justify with supporting details and evidence using appropriate content, style, register, and conventions for specific purpose and audience.	1 2 3 4 SS	1 2 3 4 SS		1 2 3 4 SS	2 3 4 SS	1 2 3 4 SS	1 2 3 4 SS	2 3 4 SS	1 3 4 SS	29

All 26 of the 26 Grade 5 ELPS student expectations are addressed across the Prepare cluster and Clusters 1 to 8.

Foundational ELPS. Print concepts, reading aloud with fluency, and pronunciation are taught through Take Turns Reading (Fluency) on every Content Language Support passage and in the Published Texts teacher scripts. Each module's Section 18, ELPS Linguistic Accommodations, gives proficiency level supports for every learner.