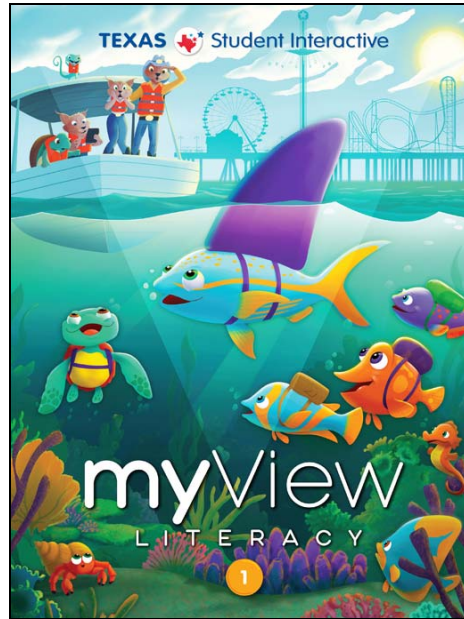


**Correlations of
Texas myView Literacy
Grade 1, ©2020
Online**



**To the
Texas Essential Knowledge and Skills for
English Language Arts and Reading (TEKS)
and the
Teacher English Language Proficiency Standards (ELPS)**

Proclamation 2019 Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material							
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading						
Subchapter	Subchapter A. Elementary						
Course	110.3. English Language Arts and Reading, Grade 1						
Publisher	Pearson Education, Inc., publishing as Scott Foresman						
Program Title	Texas myView Literacy - Online, Grade 1						
Program ISBN	9780134906355						
TEKS %	100.00						
(a) Introduction.							
<p>(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p> <p>(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</p> <p>(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, <i>STAAR Performance Level Descriptors</i>, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.</p>							
<p>(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</p> <p>(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).</p> <p>(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).</p> <p>(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>							
(b) Knowledge and Skills.							
Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	(i) listen actively	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 1, Week 2, p. T106	Read Aloud
			Teacher Only	Activity	9780134921785	Unit 1, Week 2, p. T106	Read Aloud Routine
			Teacher Only	Narrative	9780134921785	Unit 1, Week 6, p. T412	Share
			Teacher Only	Narrative	9780134921785	Unit 2, Week 4, p. T278	Model and Practice
			Teacher Only	Activity	9780134921785	Unit 2, Week 2, p. T106	Read Aloud Routine

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	(ii) ask relevant questions to clarify information	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 1, Week 4, p. T308	Minilesson
			Teacher Only	Activity	9780134921785	Unit 1, Week 4, p. T308	Model and Practice
			Teacher Only	Narrative	9780134921785	Unit 4, Week 6, p. T418	Share
			Teacher Only	Activity	9780134921785	Unit 4, Week 6, p. T418	Share
			Teacher Only	(Drop-down menu)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses	(iii) answer questions using multi-word responses	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 1, Week 4, p. T308	Minilesson
			Teacher Only	Activity	9780134921785	Unit 1, Week 4, p. T308	Model and Practice
			Teacher Only	Narrative	9780134921785	Unit 4, Week 6, p. T418	Share
			Teacher Only	Activity	9780134921785	Unit 4, Week 6, p. T418	Share
			Teacher Only	(Drop-down menu)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	(i) follow oral instructions that involve a short, related sequence of actions	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 5, Week 1, p. T85	Model and Practice
			Teacher Only	Activity	9780134921785	Unit 5, Week 1, p. T85	Model and Practice
			Teacher Only	Narrative	9780134921785	Unit 5, Week 2, p. T158	Model and Practice
			Teacher Only	Activity	9780134921785	Unit 5, Week 2, p. T158	Model and Practice
			Teacher Only	(Drop-down menu)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	(ii) restate oral instructions that involve a short, related sequence of actions	Student/Teacher	Narrative	N/A	N/A	N/A

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 5, Week 1, p. T85	Model and Practice
			Teacher Only	Activity	9780134921785	Unit 5, Week 1, p. T85	Model and Practice
			Teacher Only	Narrative	9780134921785	Unit 5, Week 2, p. T158	Model and Practice
			Teacher Only	Activity	9780134921785	Unit 5, Week 2, p. T158	Model and Practice
			Teacher Only	(Drop-down menu)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	(iii) give oral instructions that involve a short, related sequence of actions	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 5, Week 1, p. T85	Model and Practice
			Teacher Only	Activity	9780134921785	Unit 5, Week 1, p. T85	Model and Practice
			Teacher Only	Narrative	9780134921785	Unit 5, Week 2, p. T158	Model and Practice
			Teacher Only	Activity	9780134921785	Unit 5, Week 2, p. T158	Model and Practice
			Teacher Only	(Drop-down menu)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(i) share information about the topic under discussion speaking clearly at an appropriate pace	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 1, Week 6, p. T412	Share, first four paragraphs
			Teacher Only	Activity	9780134921785	Unit 1, Week 6, p. T412	Collaborate, last paragraph
			Teacher Only	Narrative	9780134921785	Unit 2, Week 6, p. T402	Share, first two paragraphs
			Teacher Only	Activity	9780134921785	Unit 2, Week 6, p. T402	Collaborate, last paragraph
			Teacher Only	(Drop-down menu)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(ii) share ideas about the topic under discussion speaking clearly at an appropriate pace	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 1, Week 6, p. T412	Share, first four paragraphs
			Teacher Only	Activity	9780134921785	Unit 1, Week 6, p. T412	Collaborate, last paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Narrative	9780134921785	Unit 2, Week 6, p. T402	Share, first two paragraphs
			Teacher Only	Activity	9780134921785	Unit 2, Week 6, p. T402	Collaborate, last paragraph
			Teacher Only	(Drop-down menu)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(iii) share information using the conventions of language	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 3, Week 6, p. T410	Share, first two paragraphs
			Teacher Only	Activity	9780134921785	Unit 3, Week 6, p. T410	Collaborate, second and third paragraphs
			Teacher Only	Narrative	9780134921785	Unit 4, Week 6, p. T418	Share, first two paragraphs
			Teacher Only	Activity	9780134921785	Unit 4, Week 6, p. T418	Collaborate, second and third paragraphs
			Teacher Only	(Drop-down menu)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(iv) share ideas using the conventions of language	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 3, Week 6, p. T410	Share, first two paragraphs
			Teacher Only	Activity	9780134921785	Unit 3, Week 6, p. T410	Collaborate, second and third paragraphs
			Teacher Only	Narrative	9780134921785	Unit 4, Week 6, p. T418	Share, first two paragraphs
			Teacher Only	Activity	9780134921785	Unit 4, Week 6, p. T418	Collaborate, second and third paragraphs
			Teacher Only	(Drop-down menu)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	(i) work collaboratively with others by following agreed-upon rules for discussion, including listening to others	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 1, Week 6, p. T412	Share
			Teacher Only	Activity	9780134921785	Unit 3, Week 6, p. T400	Collaborate
			Teacher Only	Narrative	9780134921785	Unit 2, Week 4, p. T278	Minilessson
			Teacher Only	Activity	9780134921785	Unit 5, Week 6, p. T404	Collaborate
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	(ii) work collaboratively with others by following agreed-upon rules for discussion, including speaking when recognized	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 1, Week 6, p. T412	Share
			Teacher Only	Activity	9780134921785	Unit 3, Week 6, p. T400	Collaborate
			Teacher Only	Narrative	9780134921785	Unit 2, Week 4, p. T278	Minilessons
			Teacher Only	Activity	9780134921785	Unit 5, Week 6, p. T404	Collaborate
			Teacher Only	(Drop-down menu)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	(iii) work collaboratively with others by following agreed-upon rules for discussion, including making appropriate contributions	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 1, Week 6, p. T412	Share
			Teacher Only	Activity	9780134921785	Unit 3, Week 6, p. T400	Collaborate
			Teacher Only	Narrative	9780134921785	Unit 2, Week 4, p. T278	Focus on Strategies
			Teacher Only	Activity	9780134921785	Unit 5, Week 6, p. T404	Collaborate
			Teacher Only	(Drop-down menu)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings	(i) develop social communication	Student/Teacher	Narrative	9780134906355	Unit 1 Week 1: p. 49	Writing Club; Writing Club Expectations
			Student/Teacher	Activity	9780134906355	Unit 1 Week 1: p. 49	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 209	Celebrate Your Writing
			Student/Teacher	Activity	9780134906355	Unit 4 Week 6: p. 241	Any Questions?
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 209	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; and (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	(i) demonstrate phonological awareness by producing a series of rhyming words	Student/Teacher	Narrative	9780134906355	Unit 2 Week 2: p. 52	Rhyming Words: See and Say
			Student/Teacher	Activity	9780134906355	Unit 2 Week 2: p. 52	See and Say
			Student/Teacher	Narrative	9780134906355	Unit 2 Week 4: p. 124	Rhyming Words: See and Say
			Student/Teacher	Narrative	9780134906355	Unit 2 Week 4: p. 127	Rhyming Words: See and Say
			Student/Teacher	Activity	9780134906355	Unit 2 Week 4: p. 124	See and Say
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; and (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	(ii) demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	Student/Teacher	Narrative	9780134906355	Unit 1 Week 1: p. 17	Alliteration: See and Say
			Student/Teacher	Activity	9780134906355	Unit 1 Week 1: p. 17	Alliteration: See and Say
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 2: p. 55	Alliteration: See and Say
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 3: p. 101	Alliteration: See and Say
			Student/Teacher	Activity	9780134906355	Unit 1 Week 2: p. 55	Alliteration: See and Say
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; and (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends</p>	<p>(iii) demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 6: p. 200	Different Sounds: See and Say
			Student/Teacher	Activity	9780134906355	Unit 2 Week 6: p. 200	Different Sounds: See and Say
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 4: p. 151	Different Sounds: See and Say
			Student/Teacher	Activity	9780134906355	Unit 4 Week 4: p. 151	Different Sounds: See and Say
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; and (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends</p>	<p>(iv) demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 2: p. 56	Remove Sounds: See and Say
			Student/Teacher	Activity	9780134906355	Unit 3 Week 2: p. 56	Remove Sounds: See and Say
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 3: p. 108	Remove Sounds: See and Say
			Student/Teacher	Activity	9780134906355	Unit 3 Week 3: p. 108	Remove Sounds: See and Say
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; and (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends</p>	<p>(v) demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial and final consonant blends</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 4 Week 2: p. 66</p>	<p>Segment and Blend Sounds: See and Say</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 3 Week 4: p. 145</p>	<p>Segment and Blend Sounds: See and Say</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 5 Week 4: p. 135</p>	<p>Segment and Blend Sounds: See and Say</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 4 Week 2: p. 66</p>	<p>Segment and Blend Sounds: See and Say</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 4 Week 1: p. 14</p>	<p>Segment and Blend Sounds: See and Say</p>
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; and (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends</p>	<p>(vi) demonstrate phonological awareness by blending spoken phonemes to form one-syllable words, including initial or final consonant blends</p>	<p>Student/Teacher</p>	<p>Narrative</p>
<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 3 Week 4: p. 145</p>	<p>Segment and Blend Sounds: See and Say</p>						
<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 4 Week 2: p. 66</p>	<p>Segment and Blend Sounds: See and Say</p>						
<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 4 Week 2: p. 66</p>	<p>Segment and Blend Sounds: See and Say</p>						
<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 4 Week 1: p. 14</p>	<p>Segment and Blend Sounds: See and Say</p>						
<p>Teacher Only</p>	<p>Narrative</p>									
<p>Teacher Only</p>	<p>Activity</p>									
<p>Teacher Only</p>	<p>(Drop-down menu)</p>									
<p>Teacher Only</p>	<p>(Drop-down menu)</p>									
<p>Teacher Only</p>	<p>(Drop-down menu)</p>									

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; and (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	(vii) demonstrate phonological awareness by manipulating phonemes within base words	Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 177	Manipulate Sounds: See and Say
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 177	Manipulate Sounds: See and Say
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 6: p. 216	Manipulate Sounds: See and Say
			Student/Teacher	Activity	9780134906355	Unit 5 Week 6: p. 216	Manipulate Sounds: See and Say
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; and (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	(viii) demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and final consonant blends	Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 145	Segment and Blend Sounds: See and Say
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 145	Segment and Blend Sounds: See and Say
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 3: p. 99	Segment and Blend Sounds: See and Say
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 14	Segment and Blend Sounds: See and Say
			Student/Teacher	Activity	9780134906355	Unit 4 Week 2: p. 66	Segment and Blend Sounds: See and Say
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness by: (i) producing a series of rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) distinguishing between long and short vowel sounds in one-syllable words; (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; (vi) manipulating phonemes within base words; and (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends	(ix) demonstrate phonological awareness by segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial or final consonant blends	Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 145	Segment and Blend Sounds: See and Say
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 145	Segment and Blend Sounds: See and Say
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 2: p. 66	Segment and Blend Sounds: See and Say
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 3: p. 99	Segment and Blend Sounds: See and Say
			Student/Teacher	Activity	9780134906355	Unit 4 Week 2: p. 66	Segment and Blend Sounds: See and Say
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(i) demonstrate phonetic knowledge by decoding words in isolation by applying common letter sound correspondences	Student/Teacher	Narrative	9780134906355	Unit 1 Week 1: p. 17	Mm, Ss, Tt
			Student/Teacher	Activity	9780134906355	Unit 1 Week 1: p. 19	first Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 2: p. 55	Cc, Pp, Nn
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 3: p. 101	Ff, Bb, Gg
			Student/Teacher	Activity	9780134906355	Unit 1 Week 2: p. 57	first Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(ii) demonstrate phonetic knowledge by decoding words in context by applying common letter sound correspondences	Student/Teacher	Narrative	9780134906355	Unit 1 Week 1: p. 17	Mm, Ss, Tt
			Student/Teacher	Activity	9780134906355	Unit 1 Week 2: p. 57	second Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 2: p. 55	Cc, Pp, Nn
			Student/Teacher	Activity	9780134906355	Unit 1 Week 3: p. 103	second Turn and Talk
			Student/Teacher	Activity	9780134906355	Unit 1 Week 4: p. 139	second Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(iii) apply phonetic knowledge by decoding words in insolation by applying common letter sound correspondences	Student/Teacher	Narrative	9780134906355	Unit 1 Week 2: p. 55	Cc, Pp, Nn
			Student/Teacher	Activity	9780134906355	Additional Practice: Phonics, p. 7	Entire Page
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 3: p. 101	Ff, Bb, Gg
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 2: p. 58	Cc, Pp, Nn: My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(iv) apply phonetic knowledge by decoding words in context by applying common letter sound correspondence</p>	Student/Teacher	Narrative	9780134906355	Unit 1 Week 3: p. 101	Ff, Bb, Gg
			Student/Teacher	Activity	9780134906355	Unit 1 Week 5: pp. 184–185	Decodable Story
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 1: p. 17	Mm, Ss, Tt
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 2: p. 55	Cc, Pp, Nn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(v) demonstrate phonetic knowledge by decoding words with initial consonant blends</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 1: p. 14	Initial Consonant Blends
			Student/Teacher	Activity	9780134906355	Unit 2 Week 1: p. 14	Initial Consonant Blends: My Turn
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 1: p. 17	Consonant Blends and Trigraphs
			Student/Teacher	Activity	9780134906355	Unit 2 Week 1: p. 15	Initial Consonant Blends: Turn and Talk, My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
Teacher Only	(Drop-down menu)						
Teacher Only	(Drop-down menu)						
Teacher Only	(Drop-down menu)						

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(vi) demonstrate phonetic knowledge by decoding words with initial consonant digraphs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 2 Week 4: p. 124</p>	<p>Consonant Digraphs sh, th</p>
						<p>Unit 2 Week 4: p. 125</p>	<p>first Turn and Talk</p>
						<p>Unit 3 Week 1: p. 14</p>	<p>Digraphs wh, ch, ph, Trigraph tch</p>
						<p>Unit 3 Week 1: p. 16</p>	<p>first Turn and Talk</p>
						<p>(Drop-down menu)</p>	
						<p>Teacher Only Narrative</p>	
						<p>Teacher Only Activity</p>	
						<p>Teacher Only (Drop-down menu)</p>	
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(vii) demonstrate phonetic knowledge by decoding words with initial consonant trigraphs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 5 Week 1: p. 17</p>	<p>Consonant Blends and Trigraphs</p>
						<p>Unit 5 Week 1: p. 19</p>	<p>Turn and Talk</p>
						<p>Unit 5 Week 1: p. 20</p>	<p>first My Turn</p>
						<p>(Drop-down menu)</p>	
						<p>Student/Teacher (Drop-down menu)</p>	
						<p>Teacher Only Narrative</p>	
						<p>Teacher Only Activity</p>	
						<p>Teacher Only (Drop-down menu)</p>	

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(viii) demonstrate phonetic knowledge by decoding words with final consonant blends</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 2 Week 3: p. 90</p>	<p>Final Consonant Blends</p>			
						<p>Unit 2 Week 3: p. 91</p>	<p>My Turn</p>			
						<p>Unit 5 Week 4: p. 132</p>	<p>Long i, Long o</p>			
						<p>Unit 2 Week 3: p. 91</p>	<p>Turn and Talk</p>			
						<p>Student/Teacher</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(ix) demonstrate phonetic knowledge by decoding words with final consonant digraphs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 2 Week 4: p. 124</p>	<p>Consonant Digraphs sh, th</p>			
						<p>Unit 2 Week 4: p. 125</p>	<p>Turn and Talk</p>			
						<p>Unit 3 Week 1: p. 14</p>	<p>Digraphs wh, ch, ph, Trigraph tch</p>			
						<p>Unit 2 Week 4: p. 126</p>	<p>first My Turn</p>			
						<p>Student/Teacher</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(x) demonstrate phonetic knowledge by decoding words with final consonant trigraphs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 3 Week 1: p. 14</p>	<p>Digraphs wh, ch, ph, Trigraph tch</p>			
						<p>Unit 3 Week 1: p. 16</p>	<p>first My Turn</p>			
						<p>Unit 4 Week 3: p. 115</p>	<p>Trigraph dge</p>			
						<p>Unit 4 Week 3: p. 117</p>	<p>Turn and Talk</p>			
						<p>Unit 4 Week 3: p. 118</p>	<p>Turn and Talk</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xi) apply phonetic knowledge by decoding words with initial consonant blends</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 2 Week 1: p. 14</p>	<p>Initial Consonant Blends</p>			
						<p>Unit 2 Week 1: p. 22</p>	<p>Decodable Story</p>			
						<p>Unit 5 Week 1: p. 17</p>	<p>Consonant Blends and Trigraphs</p>			
						<p>Unit 5 Week 1: p. 23</p>	<p>Decodable Story</p>			
						<p>Additional Practice: Phonics, p. 69</p>	<p>Entire Page</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(xii) apply phonetic knowledge by decoding words with initial consonant digraphs	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 14	Digraphs wh, ch, ph, Trigraph tch
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 22	Decodable Story
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 23	Decodable Story
			Student/Teacher	Activity	9780134906355	Additional Practice: Phonics, p. 75	Entire Page
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(xiii) apply phonetic knowledge by decoding words with initial consonant trigraphs	Student/Teacher	Narrative	9780134906355	Unit 5 Week 1: p. 17	Consonant Blends and Trigraphs
			Student/Teacher	Activity	9780134906355	Unit 5 Week 1: p. 20	first My Turn
			Student/Teacher	Activity	9780134906355	Unit 5 Week 1: p. 23	Decodable Story
			Student/Teacher	Activity	9780134906355	Additional Practice: Phonics, p. 274	Entire Page
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xiv) apply phonetic knowledge by decoding words with final consonant blends</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 3: p. 90	Final Consonant Blends
			Student/Teacher	Activity	9780134906355	Unit 2 Week 3: p. 96	Decodable Story
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 4: p. 132	Long i, Long o
			Student/Teacher	Activity	9780134906355	Unit 2 Week 3: p. 99	Decodable Story
			Student/Teacher	Activity	9780134906355	Additional Practice: Phonics, p. 73	Entire Page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xv) apply phonetic knowledge by decoding words with final consonant digraphs</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 4: p. 124	Consonant Digraphs sh, th
			Student/Teacher	Activity	9780134906355	Unit 2 Week 4: p. 131	Decodable Story
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 14	Digraphs wh, ch, ph, Trigraph tch
			Student/Teacher	Activity	9780134906355	Unit 2 Week 4: p. 133	Decodable Story
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 23	Decodable Story
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(xvi) apply phonetic knowledge by decoding words with final consonant trigraphs	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 14	Digraphs wh, ch, ph, Trigraph tch
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 22	Decodable Story
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 3: p. 115	Trigraph dge
			Student/Teacher	Activity	9780134906355	Unit 4 Week 3: p. 120	Decodable Story
			Student/Teacher	Activity	9780134906355	Additional Practice: Phonics, p. 137	Entire Page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(xvii) demonstrate phonetic knowledge by decoding words with closed syllables	Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 145	Syllable Pattern VCCV
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 147	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 174	Open and Closed Syllables
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 175	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(xviii) demonstrate phonetic knowledge by decoding words with open syllables	Student/Teacher	Narrative	9780134906355	Unit 3 Week 5: p. 181	Open Syllables
			Student/Teacher	Activity	9780134906355	Unit 3 Week 5: p. 184	first My Turn
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 174	Open and Closed Syllables
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 174	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(xix) demonstrate phonetic knowledge by decoding words with VCe syllables	Student/Teacher	Narrative	9780134906355	Unit 2 Week 5: p. 160	Long a Spelled VCe
			Student/Teacher	Activity	9780134906355	Unit 2 Week 5: p. 161	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 2 Week 6: p. 196	Long i Spelled VCe
			Student/Teacher	Activity	9780134906355	Unit 2 Week 6: p. 197	Turn and Talk
			Student/Teacher	Activity	9780134906355	Unit 3 Week 2: p. 57	Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
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			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xx) demonstrate phonetic knowledge by decoding words with vowel teams, including vowel digraphs</p>	Student/Teacher	Narrative	9780134906355	Unit 4 Week 4: p. 151	Vowel Digraphs ai, ay
			Student/Teacher	Activity	9780134906355	Unit 4 Week 4: p. 153	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 191	Vowel Digraph ea
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 6: p. 230	Vowel Team ie
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 193	Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xxi) demonstrate phonetic knowledge by decoding words with vowel teams, including vowel diphthongs</p>	Student/Teacher	Narrative	9780134906355	Unit 4 Week 4: p. 148	Diphthongs ow, ou
			Student/Teacher	Activity	9780134906355	Unit 4 Week 4: p. 149	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 188	Diphthongs oi, oy
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 189	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xxii) demonstrate phonetic knowledge by decoding words with r-controlled syllables</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 6: p. 214	r-Controlled Vowels or, ore
			Student/Teacher	Activity	9780134906355	Unit 3 Week 6: p. 215	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 14	r-Controlled Vowel ar
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 2: p. 66	r-Controlled Vowels er, ir, ur
			Student/Teacher	Activity	9780134906355	Unit 4 Week 1: p. 15	Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xxiii) apply phonetic knowledge by decoding words with closed syllables</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 145	Syllable Pattern VCCV
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 149	Decodable Story
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 174	Open and Closed Syllables
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 181	Decodable Story
			Student/Teacher	Activity	9780134906355	Additional Practice: Phonics, p. 144	Entire Page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
Teacher Only	(Drop-down menu)						

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(xxiv) apply phonetic knowledge by decoding words with open syllables	Student/Teacher	Narrative	9780134906355	Unit 3 Week 5: p. 181	Open Syllables
			Student/Teacher	Activity	9780134906355	Unit 3 Week 5: p. 185	Decodable Story
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 174	Open and Closed Syllables
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 182	Decodable Story
			Student/Teacher	Activity	9780134906355	Additional Practice: Phonics, p. 146	Entire Page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(xxv) apply phonetic knowledge by decoding words with VCe syllables	Student/Teacher	Narrative	9780134906355	Unit 2 Week 5: p. 160	Long a Spelled VCe
			Student/Teacher	Activity	9780134906355	Unit 2 Week 5 pp. 168--169	Decodable Story
			Student/Teacher	Narrative	9780134906355	Unit 2 Week 6: p. 196	Long i Spelled VCe
			Student/Teacher	Activity	9780134906355	Additional Practice: Phonics, p. 77	Entire Page
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xxvi) apply phonetic knowledge by decoding words with vowel teams, including vowel digraphs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 4 Week 4: p. 151</p>	<p>Vowel Digraphs ai, ay</p>			
						<p>Unit 4 Week 4: p. 154</p>	<p>first My Turn</p>			
						<p>Unit 4 Week 5: p. 191</p>	<p>Vowel Digraph ea</p>			
						<p>Unit 4 Week 6: p. 230</p>	<p>Vowel Team ie</p>			
						<p>Unit 4 Week 4: p. 155</p>	<p>Decodable Story</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xxvii) apply phonetic knowledge by decoding words with vowel teams, including vowel diphthongs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 4 Week 4: p. 148</p>	<p>Diphthongs ow, ou</p>			
						<p>Unit 4 Week 4: p. 150</p>	<p>first My Turn</p>			
						<p>Unit 4 Week 5: p. 188</p>	<p>Diphthongs oi, oy</p>			
						<p>Unit 4 Week 5: p. 190</p>	<p>first My Turn</p>			
						<p>Unit 4 Week 5: p. 196</p>	<p>Decodable Story</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(xxviii) apply phonetic knowledge by decoding words with r-controlled syllables	Student/Teacher	Narrative	9780134906355	Unit 3 Week 6: p. 214	r-Controlled Vowels or, ore
			Student/Teacher	Activity	9780134906355	Unit 3 Week 6: p. 223	Decodable Story
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 14	r-Controlled Vowel ar
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 2: p. 66	r-Controlled Vowels er, ir, ur
			Student/Teacher	Activity	9780134906355	Unit 4 Week 1: p. 21	Decodable Story
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(xxix) demonstrate phonetic knowledge by using knowledge of base words to decode common compound words	Student/Teacher	Narrative	9780134906355	Unit 3 Week 6: p. 218	Compound Words
			Student/Teacher	Activity	9780134906355	Unit 3 Week 6: p. 218	Compound Words: My Turn
			Student/Teacher	Activity	9780134906355	Unit 3 Week 6: p. 220	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xxx) demonstrate phonetic knowledge by using knowledge of base words to decode common contractions</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 17	Contractions
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 17	Contractions: My Turn
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 19	first My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xxxi) apply phonetic knowledge by using knowledge of base words to decode common compound words</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 6: p. 218	Compound Words
			Student/Teacher	Activity	9780134906355	Unit 3 Week 6: p. 224	Decodable Story
			Student/Teacher	Activity	9780134906355	Additional Practice: Phonics, p. 148	Entire Page
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(xxxii) apply phonetic knowledge by using knowledge of base words to decode common contractions	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 17	Contractions
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 21	Decodable Story
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 19	second Turn and Talk
			Student/Teacher	Activity	9780134906355	Additional Practice: Phonics, p. 138	Entire Page
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list	(xxxiii) demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed	Student/Teacher	Narrative	9780134906355	Unit 3 Week 3: p. 111	Inflectional Ending -ed
			Student/Teacher	Activity	9780134906355	Unit 3 Week 3: p. 113	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 2: p. 69	Adding Endings
			Student/Teacher	Activity	9780134906355	Unit 3 Week 3: p. 114	first My Turn
			Student/Teacher	Activity	9780134906355	Unit 4 Week 2: p. 71	Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xxxiv) demonstrate phonetic knowledge by decoding words with inflectional endings, including -s</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 2: p. 55	s Sound and z Sound Spelled s
			Student/Teacher	Activity	9780134906355	Unit 2 Week 2: p. 57	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 2 Week 3: p. 93	Inflectional Ending -s
			Student/Teacher	Activity	9780134906355	Unit 2 Week 3: p. 95	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xxxv) demonstrate phonetic knowledge by decoding words with inflectional endings, including -es</p>	Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 17	Inflectional Ending -es, Plural -es
			Student/Teacher	Activity	9780134906355	Unit 4 Week 1: p. 19	Turn and Talk
			Student/Teacher	Activity	9780134906355	Unit 4 Week 1: p. 20	first My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xxxvi) apply phonetic knowledge by decoding words with inflectional endings, including -ed</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 3 Week 3: p. 111</p>	<p>Inflectional Ending -ed</p>
						<p>Unit 3 Week 3: p. 117</p>	<p>Decodable Story</p>
						<p>Unit 4 Week 2: p. 69</p>	<p>Adding Endings</p>
						<p>Unit 4 Week 2: p. 75</p>	<p>Decodable Story</p>
						<p>Additional Practice: Phonics, p. 142</p>	<p>Entire Page</p>
						<p></p>	<p>Teacher Only</p>
						<p></p>	<p>Teacher Only</p>
						<p></p>	<p>Teacher Only</p>
						<p></p>	<p>Teacher Only</p>
						<p></p>	<p>Teacher Only</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xxxvii) apply phonetic knowledge by decoding words with inflectional endings, including -s</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 2 Week 2: p. 55</p>	<p>s Sound and z Sound Spelled s</p>
						<p>Unit 2 Week 2: p. 61</p>	<p>Decodable Story</p>
						<p>Unit 2 Week 3: p. 93</p>	<p>Inflectional Ending -s</p>
						<p>Unit 2 Week 3: p. 97</p>	<p>Decodable Story</p>
						<p>Additional Practice: Phonics, p. 72</p>	<p>Entire Page</p>
						<p></p>	<p>Teacher Only</p>
						<p></p>	<p>Teacher Only</p>
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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xxxviii) apply phonetic knowledge by decoding words with inflectional endings, including -es</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 4 Week 1: p. 17</p>	<p>Inflectional Ending -es, Plural -es</p>
						<p>Unit 4 Week 1: pp. 22–23</p>	<p>Decodable Story</p>
						<p>Additional Practice: Phonics, p. 206</p>	<p>Entire Page</p>
						<p></p>	<p></p>
						<p></p>	<p></p>
						<p></p>	<p></p>
						<p></p>	<p></p>
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						<p></p>	<p></p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xxxix) demonstrate phonetic knowledge by identifying at least 100 high-frequency words from a research-based list</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 2 Week 3: p. 94</p>	<p>My Words to Know</p>
						<p>Unit 2 Week 3: p. 94</p>	<p>first My Turn</p>
						<p>Unit 4 Week 1: p. 18</p>	<p>My Words to Know</p>
						<p>Unit 4 Week 1: p. 18</p>	<p>first My Turn</p>
						<p>Unit 4 Week 2: p. 70</p>	<p>first My Turn</p>
						<p></p>	<p></p>
						<p></p>	<p></p>
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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xi) demonstrate phonetic knowledge by reading at least 100 high-frequency words from a research-based list</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 2 Week 3: p. 94</p>	<p>My Words to Know</p>
						<p>Unit 2 Week 3: p. 94</p>	<p>first My Turn</p>
						<p>Unit 4 Week 1: p. 18</p>	<p>My Words to Know</p>
						<p>Unit 4 Week 1: p. 18</p>	<p>first My Turn</p>
						<p>Unit 4 Week 2: p. 70</p>	<p>first My Turn</p>
						<p>Teacher Only</p>	<p>Narrative</p>
						<p>Teacher Only</p>	<p>Activity</p>
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list</p>	<p>(xii) apply phonetic knowledge by identifying at least 100 high-frequency words from a research-based list</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 2 Week 3: p. 94</p>	<p>My Words to Know</p>
						<p>Unit 2 Week 3: p. 97</p>	<p>Decodable Story</p>
						<p>Unit 4 Week 1: p. 18</p>	<p>My Words to Know</p>
						<p>Unit 3 Week 4: p. 149</p>	<p>Decodable Story</p>
						<p>Student/Teacher</p>	<p>(Drop-down menu)</p>
						<p>Teacher Only</p>	<p>Narrative</p>
						<p>Teacher Only</p>	<p>Activity</p>
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words in isolation and in context by applying common letter sound correspondences; (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs; (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables; (iv) using knowledge of base words to decode common compound words and contractions; (v) decoding words with inflectional endings, including -ed, -s, and -es; and (vi) identifying and reading at least 100 high-frequency words from a research-based list 	<p>(xlii) apply phonetic knowledge by reading at least 100 high-frequency words from a research-based list</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 3: p. 94	My Words to Know
			Student/Teacher	Activity	9780134906355	Unit 4 Week 1: pp. 22–23	Decodable Story
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 18	My Words to Know
			Student/Teacher	Activity	9780134906355	Unit 4 Week 2: p. 73	Decodable Story
			Teacher Only	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list 	<p>(i) demonstrate spelling knowledge by spelling words with closed syllables</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 2: p. 83	Spell Words with ck
			Student/Teacher	Activity	9780134906355	Unit 2 Week 2: p. 83	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 205	Spell Words with Open and Closed Syllables
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 205	My Turn
			Teacher Only	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list 	<p>(ii) demonstrate spelling knowledge by spelling words with open syllables</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 3: p. 135	Spell Long e Words
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780134906355	Unit 3 Week 3: p. 135	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 205	Spell Words with Open and Closed Syllables
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 205	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(iii) demonstrate spelling knowledge by spelling with VCe syllables	Student/Teacher	Narrative	9780134906355	Unit 2 Week 6: p. 199	Spell Long i Words
			Student/Teacher	Activity	9780134906355	Unit 2 Week 6: p. 199	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 2: p. 101	Spell Long o Words
			Student/Teacher	Activity	9780134906355	Unit 3 Week 2: p. 101	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(iv) demonstrate spelling knowledge by spelling words with vowel teams	Student/Teacher	Narrative	9780134906355	Unit 4 Week 4: p. 181	Spell Words with Diphthongs ow, ou
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 219	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 1: p. 51	Spell Long o Words
			Student/Teacher	Activity	9780134906355	Unit 5 Week 1: p. 51	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list</p>	<p>(v) demonstrate spelling knowledge by spelling words with r-controlled syllables</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 6: p. 217	Spell r-Controlled or, ore Words
			Student/Teacher	Activity	9780134906355	Unit 3 Week 6: p. 217	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 59	Spell r-Controlled ar Words
			Student/Teacher	Activity	9780134906355	Unit 4 Week 1: p. 59	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list</p>	<p>(vi) apply spelling knowledge by spelling words with closed syllables</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 2: p. 83	Spell Words with ck
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 305	Entire Page
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 205	Spell Words with Open and Closed Syllables
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list</p>	<p>(vii) apply spelling knowledge by spelling words with open syllables</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 3: p. 135	Spell Long e Words
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 305	Entire Page
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 205	Spell Words with Open and Closed Syllables
			Student/Teacher	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(viii) apply spelling knowledge by spelling words with VCe syllables	Student/Teacher	Narrative	9780134906355	Unit 2 Week 6: p. 199	Spell Long i Words
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 101	Entire Page
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 2: p. 101	Spell Long o Words
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 102	Entire Page
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 166	Entire Page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(ix) apply spelling knowledge by spelling words with vowel teams	Student/Teacher	Narrative	9780134906355	Unit 4 Week 4: p. 181	Spell Words with Diphthongs ow, ou
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 167	Entire Page
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 1: p. 51	Spell Long o Words
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 237	Entire Page
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 301	Entire Page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list 	<p>(x) apply spelling knowledge by spelling words with r-controlled syllables</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 6: p. 217	Spell r-Controlled or, ore Words
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 170	Entire Page
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 59	Spell r-Controlled ar Words
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 233	Entire Page
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 234	Entire Page
			Teacher Only	Narrative			
Teacher Only	Activity						
Teacher Only	(Drop-down menu)						
Teacher Only	(Drop-down menu)						
Teacher Only	(Drop-down menu)						
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list 	<p>(xi) demonstrate spelling knowledge by spelling words with initial consonant blends</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 1: p. 45	Spell Words with Consonant Blends
			Student/Teacher	Activity	9780134906355	Unit 2 Week 1: p. 45	My Turn
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list 	<p>(xii) demonstrate spelling knowledge by spelling words with initial consonant digraphs</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 4: p. 153	Spell Words with Consonant Digraphs sh, th
			Student/Teacher	Activity	9780134906355	Unit 2 Week 4: p. 153	My Turn
			Student/Teacher	Activity	9780134906355	Unit 2 Week 4: p. 153	My Turn

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 49	Spell Words with Digraphs and Trigraphs
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 49	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(xiii) demonstrate spelling knowledge by spelling words with initial consonant trigraphs	Student/Teacher	Narrative	9780134906355	Unit 5 Week 1: p. 17	Consonant Blends and Trigraphs
			Student/Teacher	Activity	9780134906355	Unit 5 Week 1: p. 19	My Turn
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(xiv) demonstrate spelling knowledge by spelling words with final consonant blends	Student/Teacher	Narrative	9780134906355	Unit 2 Week 3: p. 117	Spell Words with Final Consonant Blends
			Student/Teacher	Activity	9780134906355	Unit 2 Week 3: p. 117	My Turn
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(xv) demonstrate spelling knowledge by spelling words with final consonant digraphs	Student/Teacher	Narrative	9780134906355	Unit 2 Week 4: p. 153	Spell Words with Consonant Digraphs sh, th
			Student/Teacher	Activity	9780134906355	Unit 2 Week 4: p. 153	My Turn

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 49	Spell Words with Digraphs and Trigraphs
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 49	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(xvi) demonstrate spelling knowledge by spelling words with final consonant trigraphs	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 49	Spell Words with Digraphs and Trigraphs
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 49	My Turn
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(xvii) apply spelling knowledge by spelling words with initial consonant blends	Student/Teacher	Narrative	9780134906355	Unit 2 Week 1: p. 45	Spell Words with Consonant Blends
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 97	Entire Page
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(xviii) apply spelling knowledge by spelling words with initial consonant digraphs	Student/Teacher	Narrative	9780134906355	Unit 2 Week 4: p. 153	Spell Words with Consonant Digraphs sh, th

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 100	Entire Page
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 49	Spell Words with Digraphs and Trigraphs
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 165	Entire Page
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(xix) apply spelling knowledge by spelling words with initial consonant trigraphs	Student/Teacher	Narrative	9780134906355	Unit 5 Week 1: p. 17	Consonant Blends and Trigraphs
			Student/Teacher	Activity	9780134906355	Unit 5 Week 1: p. 19	My Turn
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(xx) apply spelling knowledge by spelling words with final consonant blends	Student/Teacher	Narrative	9780134906355	Unit 2 Week 3: p. 117	Spell Words with Final Consonant Blends
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 99	Entire Page
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list</p>	<p>(xxi) apply spelling knowledge by spelling words with final consonant digraphs</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 4: p. 153	Spell Words with Consonant Digraphs sh, th
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 98	Entire Page
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 49	Spell Words with Digraphs and Trigraphs
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 100	Entire Page
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 165	Entire Page
			Teacher Only	Narrative			
	Activity						
	(Drop-down menu)						
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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list</p>	<p>(xxii) apply spelling knowledge by spelling words with final consonant trigraphs</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 49	Spell Words with Digraphs and Trigraphs
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 165	Entire Page
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
	Activity						
	(Drop-down menu)						
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	(Drop-down menu)						
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list</p>	<p>(xxiii) demonstrate spelling knowledge by spelling words using sound-spelling patterns</p>	Student/Teacher	Narrative	9780134906355	Unit 1 Week 2: p. 91	Spell Short i Words
			Student/Teacher	Activity	9780134906355	Unit 1 Week 2: p. 91	My Turn

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 5: p. 205	Spell Short u Words
			Student/Teacher	Activity	9780134906355	Unit 1 Week 5: p. 205	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(xxiv) apply spelling knowledge by spelling words using sound-spelling patterns	Student/Teacher	Narrative	9780134906355	Unit 1 Week 2: p. 91	Spell Short i Words
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 30	Entire Page
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 5: p. 205	Spell Short u Words
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 31	Entire Page
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(xxv) demonstrate spelling knowledge by spelling high-frequency words from a research-based list	Student/Teacher	Narrative	9780134906355	Unit 1 Week 5: p. 205	Spell Short u Words
			Student/Teacher	Activity	9780134906355	Unit 1 Week 2: p. 91	My Turn
			Student/Teacher	Activity	9780134906355	Unit 1 Week 5: p. 205	My Turn
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables; (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs; (iii) spelling words using sound-spelling patterns; and (iv) spelling high-frequency words from a research-based list	(xxvii) apply spelling knowledge by spelling high-frequency words from a research-based list	Student/Teacher	Narrative	9780134906355	Unit 1 Week 5: p. 205	Spell Short u Words
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 29	Entire Page
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 30	Entire Page
			Student/Teacher	Activity	9780134906355	Additional Practice: Spelling, p. 31	Entire Page
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by identifying the information that different parts of a book provide	(i) demonstrate print awareness by identifying the information that different parts of a book provide	Student/Teacher	Narrative	9780134906355	Unit 1 Week 3: p. 129	Features of a Fiction Book
			Student/Teacher	Activity	9780134906355	Unit 1 Week 3: p. 129	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 3: p. 130	Features of a Nonfiction Book
			Student/Teacher	Activity	9780134906355	Unit 1 Week 3: p. 130	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(E) alphabetize a series of words to the first or second letter and use a dictionary to find words	(i) alphabetize a series of words to the first or second letter	Student/Teacher	Narrative	9780134906355	Unit 1 Week 3: p. 127	Spell Short o Words
			Student/Teacher	Activity	9780134906355	Unit 1 Week 3: p. 127	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 171	Spell Words with the Vowel Sounds of y
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 171	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(E) alphabetize a series of words to the first or second letter and use a dictionary to find words	(ii) use a dictionary to find words	Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 59	Spell r-Controlled ar Words
			Student/Teacher	Activity	9780134906355	Unit 2 Week 5: p. 189	second My Turn
			Student/Teacher	Activity	9780134906355	Unit 3 Week 2: p. 101	My Turn
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 219	Lesson 2: Model and Practice
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	(i) develop handwriting by printing words legibly leaving appropriate spaces between words	Student/Teacher	Narrative	9780134906355	Unit 2 Week 1: p. 18	My Words to Know: Handwriting
			Student/Teacher	Activity	9780134906355	Unit 2 Week 1: p. 18	My Turn
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	(ii) develop handwriting by printing sentences legibly leaving appropriate spaces between words	Student/Teacher	Narrative	9780134906355	Unit 5 Week 3: p. 100	My Words to Know: Handwriting
			Student/Teacher	Activity	9780134906355	Unit 5 Week 3: p. 100	second My Turn
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	(iii) develop handwriting by printing answers legibly leaving appropriate spaces between words	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 18	My Words to Know: Handwriting
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 18	second My Turn
			Student/Teacher	Activity	9780134906355	Unit 5 Week 1: p. 18	second My Turn
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use a resource such as a picture dictionary or digital resource to find words	(i) use a resource to find words	Student/Teacher	Narrative	9780134906355	Unit 1 How to Use a Picture Dictionary p. 234	How to Use a Picture Dictionary
			Student/Teacher	Activity	9780134906355	Unit 2 How to Use a Picture Dictionary p. 218	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 4 How to Use a Picture Dictionary p. 248	How to Use a Picture Dictionary
			Student/Teacher	Activity	9780134906355	Unit 4 Glossary p. 250	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings	(i) use illustrations to learn or clarify word meanings	Student/Teacher	Narrative	9780134906355	Unit 5 Week 1: p. 41	Vocabulary in Context
			Student/Teacher	Activity	9780134906355	Unit 5 Week 1: p. 41	Vocabulary in Context
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 4: p. 151	Vocabulary in Context
			Student/Teacher	Activity	9780134906355	Unit 5 Week 4: p. 151	Vocabulary in Context
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings	(ii) use texts the student is able to read or hear to learn or clarify word meanings	Student/Teacher	Narrative	9780134906355	Unit 2 Week 3: p. 115	Academic Vocabulary
			Student/Teacher	Activity	9780134906355	Unit 1 Week 1: p. 33	Vocabulary in Context
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 3: p. 139	Academic Vocabulary
			Student/Teacher	Activity	9780134906355	Unit 1 Week 2: p. 67	Vocabulary in Context
			Student/Teacher	Activity	9780134906355	Unit 2 Week 1: p. 31	Vocabulary in Context
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of words with the affixes -s, -ed, and -ing	(i) identify the meaning of words with the [affix] -s	Student/Teacher	Narrative	9780134906355	Unit 2 Week 2: p. 55	s Sound and z Sound Spelled s
			Student/Teacher	Activity	9780134906355	Unit 2 Week 2: p. 58	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 2 Week 3: p. 93	Inflectional Ending -s
			Student/Teacher	Activity	9780134906355	Unit 2 Week 3: p. 93	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of words with the affixes -s, -ed, and -ing	(ii) identify the meaning of words with the [affix] -ed	Student/Teacher	Narrative	9780134906355	Unit 3 Week 3: p. 111	Inflectional Ending -ed
			Student/Teacher	Activity	9780134906355	Unit 3 Week 3: p. 113	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of words with the affixes -s, -ed, and -ing	(iii) identify the meaning of words with the [affix] -ing	Student/Teacher	Narrative	9780134906355	Unit 2 Week 4: p. 127	Inflectional Ending -ing
			Student/Teacher	Activity	9780134906355	Unit 2 Week 4: p. 129	Turn and Talk, bottom
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(i) identify words that name actions	Student/Teacher	Narrative	9780134906355	Unit 3 How to Use a Picture Dictionary p. 236	How to Use a Picture Dictionary
			Student/Teacher	Activity	9780134906355	Unit 3 How to Use a Picture Dictionary pp. 236-237	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(ii) identify words that name directions	Student/Teacher	Narrative	9780134906355	Unit 2 How to Use a Picture Dictionary p. 218	How to Use a Picture Dictionary
			Student/Teacher	Activity	9780134906355	Unit 2 How to Use a Picture Dictionary pp. 218-219	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(iii) identify words that name positions	Student/Teacher	Narrative	9780134906355	Unit 2 How to Use a Picture Dictionary p. 218	How to Use a Picture Dictionary
			Student/Teacher	Activity	9780134906355	Unit 2 How to Use a Picture Dictionary pp. 218-219	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(iv) identify words that name sequences	Student/Teacher	Narrative	9780134906355	Unit 4 How to Use a Picture Dictionary p. 248	How to Use a Picture Dictionary

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780134906355	Unit 4 How to Use a Picture Dictionary pp. 248–249	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(v) identify words that name categories	Student/Teacher	Narrative	9780134906355	Unit 5 How to Use a Picture Dictionary p. 234	How to Use a Picture Dictionary
			Student/Teacher	Activity	9780134906355	Unit 5 How to Use a Picture Dictionary pp. 234–235	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(vi) identify words that name locations	Student/Teacher	Narrative	9780134906355	Unit 1 How to Use a Picture Dictionary p. 234	How to Use a Picture Dictionary
			Student/Teacher	Activity	9780134906355	Unit 1 How to Use a Picture Dictionary pp. 234–235	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(vii) use words that name actions	Student/Teacher	Narrative	9780134906355	Unit 3 How to Use a Picture Dictionary p. 236	How to Use a Picture Dictionary
			Student/Teacher	Activity	9780134906355	Unit 3 How to Use a Picture Dictionary p. 236	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(viii) use words that name directions	Student/Teacher	Narrative	9780134906355	Unit 2 How to Use a Picture Dictionary p. 218	How to Use a Picture Dictionary
			Student/Teacher	Activity	9780134906355	Unit 2 How to Use a Picture Dictionary p. 218	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(ix) use words that name positions	Student/Teacher	Narrative	9780134906355	Unit 2 How to Use a Picture Dictionary p. 218	How to Use a Picture Dictionary
			Student/Teacher	Activity	9780134906355	Unit 2 How to Use a Picture Dictionary p. 218	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(x) use words that name sequences	Student/Teacher	Narrative	9780134906355	Unit 4 How to Use a Picture Dictionary p. 248	How to Use a Picture Dictionary
			Student/Teacher	Activity	9780134906355	Unit 4 How to Use a Picture Dictionary p. 248	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(xi) use words that name categories	Student/Teacher	Narrative	9780134906355	Unit 5 How to Use a Picture Dictionary p. 234	How to Use a Picture Dictionary
			Student/Teacher	Activity	9780134906355	Unit 5 How to Use a Picture Dictionary p. 234	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(D) identify and use words that name actions, directions, positions, sequences, categories, and locations	(xii) use words that name locations	Student/Teacher	Narrative	9780134906355	Unit 1 How to Use a Picture Dictionary p. 234	How to Use a Picture Dictionary
			Student/Teacher	Activity	9780134906355	Unit 1 How to Use a Picture Dictionary p. 234	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(i) use appropriate fluency (rate) when reading grade-level text	Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 152	Be a Fluent Reader
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 163	Fluency note
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 2: p. 76	Be a Fluent Reader
			Student/Teacher	Activity	9780134906355	Unit 4 Week 2: p. 97	Fluency note
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(ii) use appropriate fluency (accuracy) when reading grade-level text	Student/Teacher	Narrative	9780134906355	Unit 2 Week 3: p. 100	Be a Fluent Reader
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 197	Fluency note
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 184	Be a Fluent Reader
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	(iii) use appropriate fluency (prosody) when reading grade-level text	Student/Teacher	Narrative	9780134906355	Unit 1 Week 2: p. 62	Be a Fluent Reader
			Student/Teacher	Activity	9780134906355	Unit 1 Week 2: p. 83	Fluency note
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	[A] self-select text and interact independently with text for increasing periods of time	(i) self-select text	Student/Teacher	Narrative	9780134906355	Unit 1 Independent Reading p. 8	Independent Reading
			Student/Teacher	Activity	9780134906355	Unit 1 Independent Reading p. 8	Independent Reading
			Student/Teacher	Narrative	9780134906355	Unit 3 Independent Reading p. 8	Independent Reading
			Student/Teacher	Activity	9780134906355	Unit 3 Independent Reading p. 8	Independent Reading
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	[A] self-select text and interact independently with text for increasing periods of time	(ii) interact independently with text for increasing periods of time	Student/Teacher	Narrative	9780134906355	Unit 3 Independent Reading p. 8	Independent Reading
			Student/Teacher	Activity	9780134906355	Unit 3 Independent Reading p. 8	Independent Reading
			Student/Teacher	Narrative	9780134906355	Unit 5 Independent Reading p. 8	Independent Reading
			Student/Teacher	Activity	9780134906355	Unit 5 Independent Reading p. 8	Independent Reading
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts with adult assistance	(i) establish purpose for reading assigned texts with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 2, Week 2, p. T108	Minilesson
			Teacher Only	Activity	9780134921785	Unit 1, Week 4, p. T260	Read
			Teacher Only	Narrative	9780134921785	Unit 4, Week 5, p. T335	Turn, Talk, and Share
			Teacher Only	Activity	9780134921785	Unit 2, Week 2, pp. T108–T109	Model and Practice, Turn, Talk, and Share
			Teacher Only	Activity	9780134921785	Unit 4, Week 5, p. T335	Turn, Talk, and Share
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts with adult assistance	(ii) establish purpose for reading self-selected texts with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 3, Independent Reading, p. T13	Independent Reading: Self-Select Texts
			Teacher Only	Activity	9780134921785	Unit 3, Independent Reading, p. T13	Independent Reading: Self-Select Texts
			Teacher Only	Narrative	9780134921785	Unit 5, Independent Reading, p. T13	Independent Reading: Self-Select Texts
			Teacher Only	Activity	9780134921785	Unit 5, Independent Reading, p. T13	Independent Reading: Self-Select Texts
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(i) generate questions about text before reading to deepen understanding with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 215	Ask and Answer Questions
			Student/Teacher	Activity	9780134906355	Unit 1 Week 3: p. 110	Read
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 55	Ask and Answer Questions
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 200	Read: Ask
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
Teacher Only	(Drop-down menu)						

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(ii) generate questions about text before reading to gain information with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 55	Ask and Answer Questions
			Student/Teacher	Activity	9780134906355	Unit 2 Week 1: p. 26	Read
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 215	Ask and Answer Questions
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 200	Read: Ask
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(iii) generate questions about text during reading to deepen understanding with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 215	Ask and Answer Questions
			Student/Teacher	Activity	9780134906355	Unit 1 Week 2: p. 73	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 55	Ask and Answer Questions
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 154	Read: Ask
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(iv) generate questions about text during reading to gain information with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 55	Ask and Answer Questions
			Student/Teacher	Activity	9780134906355	Unit 2 Week 3: p. 107	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 215	Ask and Answer Questions
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 209	Close Read
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(v) generate questions about text after reading to deepen understanding with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 55	Ask and Answer Questions
			Student/Teacher	Activity	9780134906355	Unit 4 Week 2: p. 78	Read: Ask

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 215	Ask and Answer Questions
			Student/Teacher	Activity	9780134906355	Unit 4 Week 3: p. 124	Read: Ask
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(vi) generate questions about text after reading to gain information with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 55	Ask and Answer Questions
			Student/Teacher	Activity	9780134906355	Unit 4 Week 3: p. 124	Read: Ask
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 215	Ask and Answer Questions
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 215	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(i) make predictions using text features with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 26	Read: Look
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 26	Read: Look
			Student/Teacher	Activity	9780134906355	Unit 5 Week 2: p. 70	Read: Look
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(ii) make predictions using characteristics of genre with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 1 Week 5: p. 188	Read: Predict
			Student/Teacher	Activity	9780134906355	Unit 1 Week 5: p. 188	Read: Predict
			Student/Teacher	Activity	9780134906355	Unit 4 Week 1: p. 26	Read: Look
			Student/Teacher	Activity	9780134906355	Unit 5 Week 3: p. 111	Close Read
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(iii) make predictions using structures with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 3 Week 2: p. 68	Read: Look
			Student/Teacher	Activity	9780134906355	Unit 3 Week 2: p. 68	Read: Look
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(iv) correct or confirm predictions using text features with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 5 Week 2: p. 85	Correct and Confirm Predictions
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 35	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 5: p. 201	Correct and Confirm Predictions
			Student/Teacher	Activity	9780134906355	Unit 5 Week 2: p. 85	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(v) correct or confirm predictions using characteristics of genre with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 45	Correct and Confirm Predictions
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 45	My Turn
			Student/Teacher	Activity	9780134906355	Unit 5 Week 2: p. 77	Close Read
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance	(vi) correct or confirm predictions using structures with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 5 Week 3: p. 121	Correct and Confirm Predictions
			Student/Teacher	Activity	9780134906355	Unit 5 Week 2: p. 77	Close Read
			Student/Teacher	Activity	9780134906355	Unit 5 Week 3: p. 121	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(D) create mental images to deepen understanding with adult assistance	(i) create mental images to deepen understanding with adult assistance	Teacher Only	Narrative	9780134921785	Unit 1, Week 4, p. T282	Minilesson
			Teacher Only	Activity	9780134921785	Unit 1, Week 4, p. T282	Model and Practice
			Teacher Only	Narrative	9780134921785	Unit 3, Week 4, p. T280	Minilesson
			Teacher Only	Activity	9780134921785	Unit 1, Week 4, p. T283	Apply
			Teacher Only	Activity	9780134921785	Unit 3, Week 4, p. T267	Close Read: Visualize Details
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	(i) make connections to personal experiences with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 3 Week 5: p. 203	Make Connections
			Student/Teacher	Activity	9780134906355	Unit 3 Week 5: p. 203	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 3: p. 137	Make Connections
			Student/Teacher	Activity	9780134906355	Unit 5 Week 1: p. 31	Close Read
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	(ii) make connections to ideas in other texts with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 3 Week 3: p. 131	Make Connections
			Student/Teacher	Activity	9780134906355	Unit 3 Week 3: p. 127	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 3: p. 137	Make Connections
			Student/Teacher	Activity	9780134906355	Unit 3 Week 3: p. 131	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	(iii) make connections to society with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 3 Week 2: p. 97	Make Connections
			Student/Teacher	Activity	9780134906355	Unit 3 Week 2: p. 73	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 3: p. 137	Make Connections
			Student/Teacher	Activity	9780134906355	Unit 3 Week 2: p. 85	Close Read
			Student/Teacher	Activity	9780134906355	Unit 3 Week 2: p. 97	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding with adult assistance	(i) make inferences to support understanding with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 2 Week 5: p. 185	Make Inferences
			Student/Teacher	Activity	9780134906355	Unit 2 Week 5: p. 185	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 201	Make Inferences
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 201	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding with adult assistance	(ii) use evidence to support understanding with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 2 Week 2: p. 79	Make Inferences
			Student/Teacher	Activity	9780134906355	Unit 2 Week 2: p. 79	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 201	Make Inferences
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 201	My Turn
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 195	Close Read
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(G) evaluate details to determine what is most important with adult assistance	(i) evaluate details to determine what is most important with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 2 Week 1: p. 41	Find Important Details

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780134906355	Unit 2 Week 1: p. 37	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 4: p. 177	Find Important Details
			Student/Teacher	Activity	9780134906355	Unit 2 Week 1: p. 41	My Turn
			Student/Teacher	Activity	9780134906355	Unit 4 Week 4: p. 177	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(H) synthesize information to create new understanding with adult assistance	(i) synthesize information to create new understanding with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 2 Week 4: p. 149	Create New Understandings
			Student/Teacher	Activity	9780134906355	Unit 2 Week 4: p. 149	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 2: p. 101	Create New Understandings
			Student/Teacher	Activity	9780134906355	Unit 4 Week 2: p. 101	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	(i) monitor comprehension	Teacher Only	Narrative	9780134921785	Unit 1, Week 2, p. T114	Read
			Teacher Only	Activity	9780134921785	Unit 1, Week 2, p. T114	First Read Strategies: Read
			Teacher Only	Narrative	9780134921785	Unit 5, Week 1, p. T62	Minilesson
			Teacher Only	Narrative	9780134921785	Unit 5, Week 5, p. T332	Read
			Teacher Only	Activity	9780134921785	Unit 5, Week 5, p. T332	First Read Strategies: Read
			Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	(ii) make adjustments when understanding breaks down	Teacher Only	Narrative	9780134921785	Unit 5, Week 1, p. T62	Minilesson
			Teacher Only	Activity	9780134921785	Unit 1, Week 2, p. T114	First Read Strategies: Read
			Teacher Only	Narrative	9780134921785	Unit 5, Week 5, p. T332	Read

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity	9780134921785	Unit 5, Week 5, p. T332	First Read Strategies: Read
			Teacher Only	(Drop-down menu)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources	(i) describe personal connections to a variety of sources	Student/Teacher	Narrative	9780134906355	Unit 1 Week 4: p. 166	Make Connections
			Student/Teacher	Activity	9780134906355	Unit 1 Week 4: p. 166	Reflect and Share
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 4: p. 178	Make Connections
			Student/Teacher	Activity	9780134906355	Unit 4 Week 4: p. 178	Reflect and Share
			Student/Teacher	Activity	9780134906355	Unit 5 Week 1: p. 47	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(B) write brief comments on literary or informational texts	(i) write brief comments on literary or informational texts	Student/Teacher	Narrative	9780134906355	Unit 2 Week 3: p. 114	Use Text Evidence
			Student/Teacher	Activity	9780134906355	Unit 1 Week 5: p. 202	Write to Sources
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 46	Writing Comments
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 168	Write to Sources
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(C) use text evidence to support an appropriate response	(i) use text evidence to support an appropriate response	Student/Teacher	Narrative	9780134906355	Unit 1 Week 1: p. 41	Use Text Evidence
			Student/Teacher	Activity	9780134906355	Unit 1 Week 1: p. 41	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 2: p. 88	Use Text Evidence
			Student/Teacher	Narrative	9780134906355	Unit 2 Week 3: p. 114	Use Text Evidence
			Student/Teacher	Activity	9780134906355	Unit 1 Week 2: p. 88	Write to Sources
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell texts in ways that maintain meaning	(i) retell texts in ways that maintain meaning	Student/Teacher	Narrative	9780134906355	Unit 1 Week 1: p. 42	Retell a Text
			Student/Teacher	Activity	9780134906355	Unit 1 Week 1: p. 42	Retell a Text, last sentence
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 5: p. 204	Retell Texts
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 56	Retell a Text
			Student/Teacher	Activity	9780134906355	Unit 4 Week 1: p. 56	Retell a Text, last sentence
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(E) interact with sources in meaningful ways such as illustrating or writing	(i) interact with sources in meaningful ways	Student/Teacher	Narrative	9780134906355	Unit 4 Week 4: p. 147	My Turn
			Student/Teacher	Activity	9780134906355	Unit 4 Week 4: p. 147	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 3: p. 94	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 4: p. 131	My Turn
			Student/Teacher	Activity	9780134906355	Unit 5 Week 4: p. 131	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(F) respond using newly acquired vocabulary as appropriate	(i) respond using newly acquired vocabulary as appropriate	Student/Teacher	Narrative	9780134906355	Unit 2 Week 1: p. 11	Academic Vocabulary
			Student/Teacher	Activity	9780134906355	Unit 2 Week 3: p. 110	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 1: p. 11	Academic Vocabulary
			Student/Teacher	Activity	9780134906355	Unit 2 Week 5: p. 187	Turn and Talk
			Student/Teacher	Activity	9780134906355	Unit 4 Week 2: p. 98	Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine theme using text evidence with adult assistance	(i) discuss topics with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 4 Week 3: p. 136	Determine Theme
			Student/Teacher	Activity	9780134906355	Unit 4 Week 3: p. 127	Close Read
			Student/Teacher	Activity	9780134906355	Unit 5 Week 4: p. 163	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine theme using text evidence with adult assistance	(ii) determine theme using text evidence with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 4 Week 3: p. 136	Determine Theme
			Student/Teacher	Activity	9780134906355	Unit 4 Week 3: p. 136	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 4: p. 162	Determine Theme
			Student/Teacher	Activity	9780134906355	Unit 5 Week 4: p. 162	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) describe the main character(s) and the reason(s) for their actions	(i) describe the main character(s)	Student/Teacher	Narrative	9780134906355	Unit 1 Week 1: p. 40	Describe a Character: first paragraph
			Student/Teacher	Activity	9780134906355	Unit 1 Week 1: p. 35	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 4: p. 164	Describe Characters
			Student/Teacher	Activity	9780134906355	Unit 1 Week 1: p. 40	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) describe the main character(s) and the reason(s) for their actions	(ii) describe the reason(s) for [characters] actions	Student/Teacher	Narrative	9780134906355	Unit 1 Week 1: p. 40	Describe a Character
			Student/Teacher	Activity	9780134906355	Unit 1 Week 1: p. 40	Turn and Talk
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 161	Close Read
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	(i) describe plot elements, including the main events, for texts read aloud	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 44	Describe Plot
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 44	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 166	Describe Main Events and Setting
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	(ii) describe plot elements, including the main events, for texts read independently	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 44	Describe Plot
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 44	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 166	Describe Main Events and Setting
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	(iii) describe plot elements, including the problem, for texts read aloud	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 44	Describe Plot
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 37	Close Read
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 44	My Turn
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	(iv) describe plot elements, including the problem, for texts read independently	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 44	Describe Plot
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 37	Close Read
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 44	My Turn
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	(v) describe plot elements, including the resolution, for texts read aloud	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 44	Describe Plot
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 41	Close Read
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 44	My Turn
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently</p>	<p>(vi) describe plot elements, including the resolution, for texts read independently</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 44	Describe Plot
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 41	Close Read
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 44	My Turn
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(D) describe the setting</p>	<p>(i) describe the setting</p>	Student/Teacher	Narrative	9780134906355	Unit 1 Week 2: pp. 62–63	Realistic Fiction: first paragraph, Anchor Chart
			Student/Teacher	Activity	9780134906355	Unit 1 Week 2: p. 86	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 1 Week 2: p. 86	Describe the Setting
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 166	Describe Main Events and Setting
			Student/Teacher	Activity	9780134906355	Unit 1 Week 2: p. 77	Close Read
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes</p>	<p>(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 2: p. 66	Folktale
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 24	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 152	Fable
			Student/Teacher	Activity	9780134906355	Unit 3 Week 2: p. 66	Turn and Talk
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 152	Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(i) discuss rhyme in a variety of poems	Student/Teacher	Narrative	9780134906355	Unit 2 Week 4: p. 134	Poetry
			Student/Teacher	Activity	9780134906355	Unit 2 Week 4: p. 134	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 2 Week 4: p. 148	Describe Elements of Poetry
			Student/Teacher	Activity	9780134906355	Unit 2 Week 4: p. 143	Close Read
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(ii) discuss rhythm in a variety of poems	Student/Teacher	Narrative	9780134906355	Unit 2 Week 4: p. 134	Poetry
			Student/Teacher	Activity	9780134906355	Unit 2 Week 4: p. 134	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 2 Week 4: p. 148	Describe Elements of Poetry
			Student/Teacher	Activity	9780134906355	Unit 2 Week 4: p. 139	Close Read
			Student/Teacher	Activity	9780134906355	Unit 2 Week 4: p. 148	Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	(iii) discuss repetition in a variety of poems	Student/Teacher	Narrative	9780134906355	Unit 3 Week 3: p. 118	Poetry
			Student/Teacher	Activity	9780134906355	Unit 3 Week 3: p. 123	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 3: p. 130	Find Elements of Poetry
			Student/Teacher	Activity	9780134906355	Unit 3 Week 3: p. 130	My Turn, Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems</p>	<p>(iv) discuss alliteration in a variety of poems</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 3: p. 118	Poetry
			Student/Teacher	Activity	9780134906355	Unit 3 Week 3: p. 125	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 3: p. 130	Find Elements of Poetry
			Student/Teacher	Activity	9780134906355	Unit 3 Week 3: p. 130	My Turn, Turn and Talk
			Teacher Only	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(C) discuss elements of drama such as characters and setting</p>	<p>(i) discuss elements of drama</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 5: p. 170	Drama
			Student/Teacher	Activity	9780134906355	Unit 2 Week 5: p. 175	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 2 Week 5: p. 184	Find Elements of Drama
			Student/Teacher	Activity	9780134906355	Unit 2 Week 5: p. 179	Close Read
			Student/Teacher	Activity	9780134906355	Unit 2 Week 5: p. 184	Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance</p>	<p>(i) recognize characteristics of informational text, including the central idea with adult assistance</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 1: p. 24	Informational Text
			Student/Teacher	Activity	9780134906355	Unit 1 Week 6: p. 226	Collaborate
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 198	Biography
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 214	Find the Main Idea
			Student/Teacher	Activity	9780134906355	Unit 2 Week 1: p. 29	Close Read
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(ii) recognize characteristics of informational text, including supporting evidence with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 2 Week 1: p. 24	Informational Text
			Student/Teacher	Activity	9780134906355	Unit 2 Week 1: p. 41	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 2 Week 1: p. 41	Find Important Details
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 214	Find the Main Idea
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 214	second My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(iii) recognize structures of informational text, including the central idea with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 2 Week 1: p. 24	Informational Text
			Student/Teacher	Activity	9780134906355	Unit 1 Week 6: p. 226	Collaborate
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 214	Find the Main Idea
			Student/Teacher	Activity	9780134906355	Unit 2 Week 1: p. 29	Close Read
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 203	Close Read
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(iv) recognize structures of informational text, including the supporting evidence with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 2 Week 1: p. 24	Informational Text
			Student/Teacher	Activity	9780134906355	Unit 2 Week 1: p. 41	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 2 Week 1: p. 41	Find Important Details
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 214	Find the Main Idea
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 214	second My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down menu)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(v) recognize characteristics of informational text, including features to locate or gain information	Student/Teacher	Narrative	9780134906355	Unit 1 Week 3: p. 122	Find Text Features
			Student/Teacher	Activity	9780134906355	Unit 1 Week 3: p. 113	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 2: p. 68	Informational Text
			Student/Teacher	Activity	9780134906355	Unit 1 Week 3: p. 117	Close Read
			Student/Teacher	Activity	9780134906355	Unit 1 Week 3: p. 122	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(vi) recognize characteristics of informational text, including simple graphics to locate or gain information	Student/Teacher	Narrative	9780134906355	Unit 1 Week 5: p. 200	Find Graphics
			Student/Teacher	Activity	9780134906355	Unit 1 Week 5: p. 193	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 2: p. 84	Use Text Features
			Student/Teacher	Activity	9780134906355	Unit 5 Week 2: p. 75	Close Read
			Student/Teacher	Activity	9780134906355	Unit 5 Week 2: p. 81	Close Read
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(vii) recognize of structures of informational text, including features to locate or gain information	Student/Teacher	Narrative	9780134906355	Unit 1 Week 3: p. 122	Find Text Features
			Student/Teacher	Activity	9780134906355	Unit 1 Week 3: p. 113	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 2: p. 68	Informational Text
			Student/Teacher	Activity	9780134906355	Unit 1 Week 3: p. 117	Close Read
			Student/Teacher	Activity	9780134906355	Unit 1 Week 3: p. 122	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(viii) recognize structures of informational text, including simple graphics to locate or gain information	Student/Teacher	Narrative	9780134906355	Unit 1 Week 5: p. 200	Find Graphics
			Student/Teacher	Activity	9780134906355	Unit 1 Week 5: p. 193	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 2: p. 84	Use Text Features
			Student/Teacher	Activity	9780134906355	Unit 5 Week 2: p. 75	Close Read
			Student/Teacher	Activity	9780134906355	Unit 5 Week 2: p. 81	Close Read
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(ix) recognize characteristics of informational text, including organizational patterns with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 2 Week 2: p. 62	Informational Text
			Student/Teacher	Activity	9780134906355	Unit 2 Week 2: p. 67	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 2 Week 2: p. 78	Find Text Structure
			Student/Teacher	Activity	9780134906355	Unit 2 Week 2: p. 69	Close Read
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance; (ii) features and simple graphics to locate or gain information; and (iii) organizational patterns such as chronological order and description with adult assistance	(x) recognize structures of informational text, including organizational patterns with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 4 Week 2: p. 100	Use Text Structure
			Student/Teacher	Activity	9780134906355	Unit 4 Week 2: p. 83	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 1: p. 24	Informational Text
			Student/Teacher	Activity	9780134906355	Unit 5 Week 1: p. 46	My Turn
			Student/Teacher	Activity	9780134906355	Unit 5 Week 1: p. 24	Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	(i) recognize characteristics of persuasive text with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 2 Week 6: p. 212	Opinion Letter
			Student/Teacher	Activity	9780134906355	Unit 2 Week 6: p. 210	Collaborate
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 5: p. 202	Identify Persuasive Text
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 3: p. 106	Persuasive Text
			Student/Teacher	Activity	9780134906355	Unit 3 Week 5: p. 202	My Turn, Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	(ii) state what the author is trying to persuade the reader to think or do	Student/Teacher	Narrative	9780134906355	Unit 2 Week 6: p. 212	Opinion Letter
			Student/Teacher	Activity	9780134906355	Unit 2 Week 6: p. 210	Collaborate
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 5: p. 202	Identify Persuasive Text
			Student/Teacher	Activity	9780134906355	Unit 3 Week 6: p. 228	Collaborate
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(F) recognize characteristics of multimodal and digital texts	(i) recognize characteristics of multimodal texts	Student/Teacher	Narrative	9780134906355	Unit 5 Week 2: p. 56	Seasons Here and There
			Student/Teacher	Activity	9780134906355	Unit 5 Week 2: p. 57	My Turn
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(F) recognize characteristics of multimodal and digital texts</p>	<p>(ii) recognize characteristics of digital texts</p>	Student/Teacher	Narrative	9780134906355	Unit 5 Week 2: p. 56	Seasons Here and There
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 13	My Turn
			Student/Teacher	Activity	9780134906355	Unit 4 Week 2: p. 65	My Turn
			Student/Teacher	Activity	9780134906355	Unit 5 Week 2: p. 57	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(A) discuss the author's purpose for writing text</p>	<p>(i) discuss the author's purpose for writing text</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 3: p. 112	Discuss Author's Purpose
			Student/Teacher	Activity	9780134906355	Unit 2 Week 3: p. 100	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 2: p. 96	Discuss Author's Purpose
			Student/Teacher	Activity	9780134906355	Unit 3 Week 2: p. 71	Close Read
			Student/Teacher	Activity	9780134906355	Unit 3 Week 2: p. 83	Close Read
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(B) discuss how the use of text structure contributes to the author's purpose</p>	<p>(i) discuss how the use of text structure contributes to the author's purpose</p>	Student/Teacher	Narrative	9780134906355	Unit 2 Week 3: p. 116	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906355	Unit 2 Week 3: p. 116	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 1: p. 50	Read Like a Writer, Write for a Reader
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	(i) discuss with adult assistance the author's use of print features to achieve specific purposes	Student/Teacher	Narrative	9780134906355	Unit 1 Week 3: p. 126	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906355	Unit 1 Week 3: p. 115	Close Read
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 4: p. 180	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906355	Unit 1 Week 3: p. 126	Turn and Talk
			Student/Teacher	Activity	9780134906355	Unit 4 Week 4: p. 180	Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	(ii) discuss with adult assistance the author's use of graphic features to achieve specific purposes	Student/Teacher	Narrative	9780134906355	Unit 4 Week 2: p. 104	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906355	Unit 4 Week 2: p. 104	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 2: p. 88	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 204	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(D) discuss how the author uses words that help the reader visualize	(f) discuss how the author uses words that help the reader visualize	Student/Teacher	Narrative	9780134906355	Unit 1 Week 4: p. 168	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906355	Unit 4 Week 1: p. 58	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 2 Week 4: p. 152	Read Like a Writer, Write for a Reader
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 4: p. 166	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906355	Unit 5 Week 4: p. 166	Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	(E) listen to and experience first- and third-person texts	(i) listen to first-person texts	Student/Teacher	Narrative	9780134906355	Unit 1 Week 1: p. 26	Read
			Student/Teacher	Activity	9780134906355	Unit 1 Week 1: p. 44	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 3: p. 140	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906355	Unit 4 Week 3: p. 140	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	(E) listen to and experience first- and third-person texts	(ii) listen to third-person texts	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 26	Read
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 48	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 218	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 218	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	(E) listen to and experience first- and third-person texts	(iii) experience first-person texts	Student/Teacher	Narrative	9780134906355	Unit 1 Week 1: p. 26	Read
			Student/Teacher	Activity	9780134906355	Unit 1 Week 1: p. 44	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 3: p. 140	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906355	Unit 4 Week 3: p. 140	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(E) listen to and experience first- and third-person texts	(iv) experience third-person texts	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 26	Read
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 48	Turn and Talk
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 218	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 218	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(A) plan a first draft by generating ideas for writing such as by drawing and brainstorming	(i) plan a first draft by generating ideas for writing	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 52	Generate Ideas
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 52	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 62	Generate Ideas
			Student/Teacher	Activity	9780134906355	Unit 4 Week 1: p. 62	My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details	(i) develop drafts in oral, pictorial, or written form by organizing with structure	Student/Teacher	Narrative	9780134906355	Unit 2 Week 3: p. 119	Organize with Structure
			Student/Teacher	Activity	9780134906355	Unit 2 Week 3: p. 119	second My Turn
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 3: p. 127	Organize with Structure
			Student/Teacher	Activity	9780134906355	Unit 4 Week 3: p. 145	second My Turn
			Student/Teacher	Activity	9780134906355	Unit 5 Week 3: p. 127	second My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details	(ii) develop drafts in oral, pictorial, or written form by developing an idea with specific details	Student/Teacher	Narrative	9780134906355	Unit 2 Week 2: p. 86	Facts and Details
			Student/Teacher	Activity	9780134906355	Unit 1 Week 6: p. 230	Collaborate
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 2: p. 92	Compose Instructions
			Student/Teacher	Activity	9780134906355	Unit 4 Week 2: p. 109	My Turn
			Student/Teacher	Activity	9780134906355	Unit 5 Week 2: p. 92	My Turn: first and second
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details	(iii) develop drafts in oral, pictorial, or written form by developing an idea with relevant details	Student/Teacher	Narrative	9780134906355	Unit 2 Week 2: p. 86	Facts and Details
			Student/Teacher	Activity	9780134906355	Unit 4 Week 2: p. 109	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 2: p. 92	Compose Instructions
			Student/Teacher	Activity	9780134906355	Unit 5 Week 2: p. 92	My Turn: first and second
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts by adding details in pictures or words	(i) revise drafts by adding details in pictures or words	Student/Teacher	Narrative	9780134906355	Unit 1 Week 4: p. 171	Adding Details to Illustrations
			Student/Teacher	Activity	9780134906355	Unit 1 Week 4: p. 171	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 3: p. 144	What Happens Next
			Student/Teacher	Activity	9780134906355	Unit 4 Week 3: p. 144	second My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs					
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(i) edit drafts using standard English conventions, including complete sentences with subject-verb agreement</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 2 Week 4: p. 157</p>	<p>Edit for Complete Sentences with Subject-Verb Agreement</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 2 Week 1: p. 46</p>	<p>My Turn</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 3 Week 5: p. 210</p>	<p>Edit for Complete Sentences with Subject-Verb Agreement</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 2 Week 4: p. 157</p>	<p>My Turn: first and second</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 3 Week 5: p. 210</p>	<p>My Turn: first and second</p>
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
								<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
								<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(ii) edit drafts using standard English conventions, including past verb tense</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 4 Week 1: p. 60</p>	<p>Action Words</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 4 Week 4: p. 182</p>	<p>My Turn</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 4 Week 2: p. 106</p>	<p>Past Tense Verbs</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 4 Week 4: p. 185</p>	<p>Edit Verbs</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 4 Week 4: p. 185</p>	<p>My Turn: first and second</p>
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
								<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
								<p>Teacher Only</p>	<p>(Drop-down menu)</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(iii) edit drafts using standard English conventions, including present verb tense</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 1 Week 2: p. 92</p>	<p>Present Verb Tense</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 4 Week 1: p. 60</p>	<p>My Turn</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 4 Week 4: p. 185</p>	<p>Edit Verbs</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 4 Week 4: p. 185</p>	<p>My Turn: first and second</p>
						<p>Student/Teacher</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(iv) edit drafts using standard English conventions, including singular nouns</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 3 Week 1: p. 50</p>	<p>Singular and Plural Nouns</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 3 Week 1: p. 50</p>	<p>My Turn</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 3 Week 5: p. 209</p>	<p>Edit for Nouns</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 3 Week 6: p. 233</p>	<p>Edit: Collaborate</p>
						<p>Student/Teacher</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(v) edit drafts using standard English conventions, including plural nouns</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 50	Singular and Plural Nouns
			Student/Teacher	Activity	9780134906355	Unit 3 Week 1: p. 50	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 5: p. 209	Edit for Nouns
			Student/Teacher	Activity	9780134906355	Unit 3 Week 5: p. 209	My Turn: first and second
			Student/Teacher Only	(Drop-down menu) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(vi) edit drafts using standard English conventions, including common nouns</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 2: p. 102	Common and Proper Nouns
			Student/Teacher	Activity	9780134906355	Unit 3 Week 2: p. 102	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 5: p. 209	Edit for Nouns
			Student/Teacher	Activity	9780134906355	Unit 3 Week 6: p. 233	Edit: Collaborate
			Student/Teacher Only	(Drop-down menu) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(vii) edit drafts using standard English conventions, including proper nouns</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 2: p. 102	Common and Proper Nouns)
			Student/Teacher	Activity	9780134906355	Unit 3 Week 5: p. 209	My Turn: first and second
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 5: p. 209	Edit for Nouns
			Student/Teacher	Activity	9780134906355	Unit 3 Week 6: p. 233	Edit: Collaborate
			Teacher Only	(Drop-down menu) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu) (Drop-down menu)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(viii) edit drafts using standard English conventions, including adjectives, including articles</p>	Student/Teacher	Narrative	9780134906355	Unit 1 Week 4: p. 170	Adjectives and Articles
			Student/Teacher	Activity	9780134906355	Unit 1 Week 4: p. 170	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 222	Edit for Adjectives and Articles
			Student/Teacher	Activity	9780134906355	Unit 4 Week 6: p. 245	Edit: Collaborate
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 222	My Turn: first and second
			Teacher Only	Narrative Activity			
			Teacher Only	(Drop-down menu) (Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(ix) edit drafts using standard English conventions, including adverbs that convey time</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 175	Edit for Adverbs That Convey Time
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 175	My Turn: first and second
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 4: p. 170	Edit for Adverbs That Convey Time
			Student/Teacher	Activity	9780134906355	Unit 5 Week 4: p. 170	My Turn: first and second
			Student/Teacher Only	(Drop-down menu) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu) (Drop-down menu)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(x) edit drafts using standard English conventions, including prepositions</p>	Student/Teacher	Narrative	9780134906355	Unit 5 Week 3: p. 126	Prepositions
			Student/Teacher	Activity	9780134906355	Unit 5 Week 3: p. 126	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 4: p. 168	Prepositional Phrases
			Student/Teacher	Activity	9780134906355	Unit 5 Week 4: p. 169	My Turn: first and second
			Student/Teacher Only	(Drop-down menu) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu) (Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xi) edit drafts using standard English conventions, including pronouns, including subjective [case]	Student/Teacher	Narrative	9780134906355	Unit 3 Week 3: p. 136	Pronouns
			Student/Teacher	Activity	9780134906355	Unit 3 Week 3: p. 136	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 221	Edit for Pronouns
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 173	My Turn: first and second
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 221	My Turn: first and second
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	(xii) edit drafts using standard English conventions, including pronouns, including objective [case]	Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 173	Edit for Pronouns
			Student/Teacher	Activity	9780134906355	Unit 3 Week 3: p. 136	My Turn
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 5: p. 221	Edit for Pronouns
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 173	My Turn: first and second
			Student/Teacher	Activity	9780134906355	Unit 4 Week 5: p. 221	My Turn: first and second
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs					
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(xiii) edit drafts using standard English conventions, including pronouns, including possessive [case]</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 3 Week 4: p. 173</p>	<p>Edit for Pronouns</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 3 Week 3: p. 136</p>	<p>My Turn</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 4 Week 5: p. 221</p>	<p>Edit for Pronouns</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 3 Week 4: p. 173</p>	<p>My Turn: first and second</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 4 Week 5: p. 221</p>	<p>My Turn: first and second</p>
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
								<p>Teacher Only</p>	<p>(Drop-down menu)</p>			
								<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(xiv) edit drafts using standard English conventions, including capitalization for the beginning of sentences</p>	<p>Student/Teacher</p>	<p>Narrative</p>
<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 2 Week 5: p. 191</p>	<p>My Turn: first and second</p>								
<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 4 Week 4: p. 183</p>	<p>Edit Capitalization</p>								
<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906355</p>	<p>Unit 4 Week 4: p. 183</p>	<p>My Turn: first and second</p>								
<p>Student/Teacher</p>	<p>(Drop-down menu)</p>											
<p>Teacher Only</p>	<p>Narrative</p>											
<p>Teacher Only</p>	<p>Activity</p>											
<p>Teacher Only</p>	<p>(Drop-down menu)</p>											
<p>Teacher Only</p>	<p>(Drop-down menu)</p>											
<p>Teacher Only</p>	<p>(Drop-down menu)</p>											

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(xv) edit drafts using standard English conventions, including capitalization for the pronoun "I"</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 3 Week 4: p. 172</p>	<p>Pronouns I and me</p>
						<p>Unit 3 Week 4: p. 172</p>	<p>My Turn</p>
						<p>Unit 3 Week 5: p. 208</p>	<p>Capitalization</p>
						<p>Unit 4 Week 4: p. 183</p>	<p>Edit Capitalization</p>
						<p>Unit 3 Week 5: p. 208</p>	<p>My Turn</p>
						<p>Teacher Only</p>	<p>Narrative</p>
						<p>Teacher Only</p>	<p>Activity</p>
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(xvi) edit drafts using standard English conventions, including punctuation marks at the end of declarative sentences</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 2 Week 2: p. 84</p>	<p>Declarative Sentences</p>
						<p>Unit 2 Week 2: p. 84</p>	<p>My Turn</p>
						<p>Unit 4 Week 4: p. 184</p>	<p>Edit Punctuation Marks</p>
						<p>Unit 4 Week 4: p. 184</p>	<p>My Turn: first and second</p>
						<p>Student/Teacher</p>	<p>(Drop-down menu)</p>
						<p>Teacher Only</p>	<p>Narrative</p>
						<p>Teacher Only</p>	<p>Activity</p>
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>
						<p>Teacher Only</p>	<p>(Drop-down menu)</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(xvii) edit drafts using standard English conventions, including punctuation marks at the end of exclamatory sentences</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 2 Week 4: p. 154</p>	<p>Exclamatory Sentences</p>			
						<p>Unit 2 Week 4: p. 154</p>	<p>first My Turn</p>			
						<p>Unit 4 Week 4: p. 184</p>	<p>Edit Punctuation Marks</p>			
						<p>Unit 4 Week 4: p. 184</p>	<p>My Turn: first and second</p>			
						<p>Student/Teacher</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
<p>Teacher Only</p>	<p>(Drop-down menu)</p>									
<p>Teacher Only</p>	<p>(Drop-down menu)</p>									
<p>Teacher Only</p>	<p>(Drop-down menu)</p>									
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(xviii) edit drafts using standard English conventions, including punctuation marks at the end of interrogative sentences</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906355</p>	<p>Unit 2 Week 3: p. 118</p>	<p>Interrogative Sentences</p>			
						<p>Unit 2 Week 3: p. 118</p>	<p>My Turn</p>			
						<p>Unit 4 Week 4: p. 184</p>	<p>Edit Punctuation Marks</p>			
						<p>Unit 4 Week 4: p. 184</p>	<p>My Turn: first and second</p>			
						<p>Student/Teacher</p>	<p>(Drop-down menu)</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
<p>Teacher Only</p>	<p>(Drop-down menu)</p>									
<p>Teacher Only</p>	<p>(Drop-down menu)</p>									
<p>Teacher Only</p>	<p>(Drop-down menu)</p>									

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(xix) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 174	Edit for Spelling
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 174	My Turn: first and second
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 207	Edit for Spelling
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 207	My Turn: first and second
			Student/Teacher Only	(Drop-down menu) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(xx) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 174	Edit for Spelling
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 174	My Turn: first and second
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 207	Edit for Spelling
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 207	My Turn: first and second
			Student/Teacher	(Drop-down menu) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete sentences with subject-verb agreement; (ii) past and present verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time; (vi) prepositions; (vii) pronouns, including subjective, objective, and possessive cases; (viii) capitalization for the beginning of sentences and the pronoun "I"; (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance</p>	<p>(xxi) edit drafts using standard English conventions, including correct spelling of high-frequency words with adult assistance</p>	Student/Teacher	Narrative	9780134906355	Unit 3 Week 4: p. 174	Edit for Spelling
			Student/Teacher	Activity	9780134906355	Unit 3 Week 4: p. 174	My Turn: first and second
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 5: p. 207	Edit for Spelling
			Student/Teacher	Activity	9780134906355	Unit 5 Week 5: p. 207	My Turn: first and second
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(E) publish and share writing</p>	<p>(i) publish writing</p>	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 2, Week 5, p. T366	Minilesson
			Teacher Only	Activity	9780134921785	Unit 2, Week 5, p. T366	Independent Writing
			Teacher Only	Narrative	9780134921785	Unit 5, Week 5, p. T374	Minilesson
			Teacher Only	Activity	9780134921785	Unit 5, Week 5, p. T374	Independent Writing
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(E) publish and share writing</p>	<p>(ii) share writing</p>	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 2, Week 5, p. T367	Minilesson
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity	9780134921785	Unit 2, Week 5, p. T367	Model and Practice, Independent Writing
			Teacher Only	Narrative	9780134921785	Unit 4, Week 5, p. T383	Minilesson
			Teacher Only	Activity	9780134921785	Unit 4, Week 5, p. T383	Independent Writing
			Teacher Only	Activity	9780134921785	Unit 5, Week 5, p. T375	Model and Practice, Independent Writing
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) dictate or compose literary texts, including personal narratives and poetry	(i) dictate or compose literary texts, including personal narratives	Student/Teacher	Narrative	9780134906355	Unit 4 Week 1: p. 61	Personal Narrative
			Student/Teacher	Activity	9780134906355	Unit 4 Week 2: p. 108	My Turn: first and second
			Student/Teacher	Narrative	9780134906355	Unit 4 Week 2: p. 108	The Narrator: You
			Student/Teacher	Activity	9780134906355	Unit 4 Week 3: p. 143	My Turn: first and second
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) dictate or compose literary texts, including personal narratives and poetry	(ii) dictate or compose literary texts, including poetry	Student/Teacher	Narrative	9780134906355	Unit 3 Week 1: p. 51	Poetry
			Student/Teacher	Activity	9780134906355	Unit 3 Week 2: p. 104	second My Turn
			Student/Teacher	Narrative	9780134906355	Unit 3 Week 2: p. 104	Compose Imagery
			Student/Teacher	Activity	9780134906355	Unit 3 Week 2: p. 105	second My Turn
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) dictate or compose informational texts, including procedural texts	(i) dictate or compose informational texts, including procedural texts	Student/Teacher	Narrative	9780134906355	Unit 5 Week 1: p. 53	How-To Book
			Student/Teacher	Activity	9780134906355	Unit 5 Week 2: p. 91	My Turn: first and second
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 3: p. 128	Steps in a Process
			Student/Teacher	Activity	9780134906355	Unit 5 Week 2: p. 92	My Turn: first and second
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(C) dictate or compose correspondence such as thank you notes or letters	(i) dictate or compose correspondence	Student/Teacher	Narrative	9780134906355	Unit 4 Week 6: p. 244	Thank You!
			Student/Teacher	Activity	9780134906355	Unit 2 Week 6: p. 208	Activity
			Student/Teacher	Activity	9780134906355	Unit 4 Week 6: p. 244	Collaborate
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate questions for formal and informal inquiry with adult assistance	(i) generate questions for formal inquiry with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 4 Week 6: p. 238	Collaborate: First sentence
			Student/Teacher	Activity	9780134906355	Unit 4 Week 6: p. 238	Collaborate
			Student/Teacher	Activity	9780134906355	Unit 2 Week 6: p. 208	Collaborate
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate questions for formal and informal inquiry with adult assistance	(ii) generate questions for informal inquiry with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 1 Week 1: p. 12	Neighbor to Neighbor: Turn and Talk
			Student/Teacher	Activity	9780134906355	Unit 1 Week 1: p. 12	Turn and Talk
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(B) develop and follow a research plan with adult assistance	(i) develop a research plan with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 4 Week 6: p. 239	Collaborate, bottom
			Student/Teacher	Activity	9780134906355	Unit 4 Week 6: p. 239	Collaborate, bottom
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 6: p. 225	Collaborate, bottom
			Student/Teacher	Activity	9780134906355	Unit 5 Week 6: p. 225	Collaborate, bottom
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(B) develop and follow a research plan with adult assistance	(ii) follow a research plan with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 4 Week 6: p. 239	Collaborate, bottom
			Student/Teacher	Activity	9780134906355	Unit 4 Week 6: p. 239	Collaborate, bottom
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant sources and information to answer the questions with adult assistance	(i) identify relevant sources to answer the questions with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 1 Week 6: p. 229	Identify Relevant Sources
			Student/Teacher	Activity	9780134906355	Unit 1 Week 6: p. 227	Collaborate
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 6: p. 227	Search Online
			Student/Teacher	Activity	9780134906355	Unit 1 Week 6: p. 229	Collaborate, bottom
			Student/Teacher	Activity	9780134906355	Unit 5 Week 6: p. 227	Collaborate
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant sources and information to answer the questions with adult assistance	(ii) identify relevant information to answer the questions with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 5 Week 6: p. 229	Just the Facts
			Student/Teacher	Activity	9780134906355	Unit 5 Week 6: p. 229	Collaborate, top
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant sources and information to answer the questions with adult assistance	(iii) gather relevant sources to answer the questions with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 1 Week 6: p. 229	Identify Relevant Sources
			Student/Teacher	Activity	9780134906355	Unit 2 Week 6: p. 211	Collaborate

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 6: p. 227	Search Online
			Student/Teacher	Activity	9780134906355	Unit 1 Week 6: p. 229	Collaborate, bottom
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant sources and information to answer the questions with adult assistance	(iv) gather relevant information to answer the questions with adult assistance	Student/Teacher	Narrative	9780134906355	Unit 2 Week 6: p. 213	Go to the Zoo!
			Student/Teacher	Activity	9780134906355	Unit 3 Week 6: p. 229	Collaborate
			Student/Teacher	Narrative	9780134906355	Unit 5 Week 6: p. 229	Just the Facts
			Student/Teacher	Activity	9780134906355	Unit 5 Week 6: p. 229	Collaborate, top
			Student/Teacher	Activity	9780134906355	Unit 2 Week 6: p. 213	Collaborate
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(D) demonstrate understanding of information gathered with adult assistance	(i) demonstrate understanding of information gathered with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Student/Teacher	(Drop-down menu)	N/A	N/A	N/A
			Teacher Only	Narrative	9780134921785	Unit 2, Week 6: p. T396	Use Print and Digital Sources
			Teacher Only	Activity	9780134921785	Unit 2, Week 6: p. T398	Collaborate
			Teacher Only	Narrative	9780134921785	Unit 5, Week 6: p. T406	Create a Fact Sheet: Collaborate
			Teacher Only	Activity	9780134921785	Unit 4, Week 6: p. T414	Collaborate
			Teacher Only	Activity	9780134921785	Unit 5, Week 6: p. T406	Create a Fact Sheet: Collaborate
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	Student/Teacher	Narrative	9780134906355	Unit 3 Week 6: p. 234	Share
			Student/Teacher	Activity	9780134906355	Unit 2 Week 6: p. 214	Collaborate
			Student/Teacher	Activity	9780134906355	Unit 3 Week 6: p. 234	Share: Collaborate
			Student/Teacher	(Drop-down menu)			
			Student/Teacher	(Drop-down menu)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down menu)			

Proclamation 2019 Correlations to the English Language Proficiency Standards (ELPS): Student Material	
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter	Subchapter A. Elementary
Course	110.3. English Language Arts and Reading, Grade 1
Publisher	Pearson Education, Inc., publishing as Scott Foresman
Program Title	Texas myView Literacy - Online, Grade 1
Program ISBN	9780134906355

(a) Introduction.

- (1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.
- (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 social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.
- (3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.
- (4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.
- (5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.
- (6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

(b) School district responsibilities.

This section is not applicable to this document, but can be found at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>.

(c) Cross-curricular second language acquisition essential knowledge and skills

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(i) use prior knowledge to understand meanings in English	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(ii) use prior experiences to understand meanings in English	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(i) monitor oral language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(ii) monitor written language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(i) use strategic learning techniques to acquire basic and grade-level vocabulary	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(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)	(i) speak using learning strategies	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:</p>	<p>(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</p>	<p>(i) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:</p>	<p>(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</p>	<p>(ii) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:</p>	<p>(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</p>	<p>(iii) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:</p>	<p>(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</p>	<p>(iv) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(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	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(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	(i) demonstrate an increasing ability to distinguish between formal and informal English	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(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	(ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(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	(i) develop and expand repertoire of learning strategies	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p>	<p>(i) distinguish sounds of English with increasing ease</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p>	<p>(ii) distinguish intonation patterns of English with increasing ease</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p>	<p>(i) recognize elements of the English sound system in newly acquired vocabulary</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(i) learn new language structures heard during classroom instruction and interactions</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(ii) learn new expressions heard during classroom instruction and interactions</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(iii) learn basic vocabulary heard during classroom instruction and interactions</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(iv) learn academic vocabulary heard during classroom instruction and interactions</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p>	<p>(i) monitor understanding of spoken language during classroom instruction and interactions</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p>	<p>(ii) seek clarification [of spoken language] as needed</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(i) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(ii) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(iii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</p>	<p>(i) listen to and derive meaning from a variety of media to build and reinforce concept attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</p>	<p>(ii) listen to and derive meaning from a variety of media to build and reinforce language attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(i) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(i) narrate with increasing specificity and detail as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(ii) describe with increasing specificity and detail as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p>	<p>(i) learn relationships between sounds and letters of the English language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(H) read silently with increasing ease and comprehension for longer periods</p>	<p>(i) read silently with increasing ease for longer periods</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(H) read silently with increasing ease and comprehension for longer periods</p>	<p>(ii) read silently with increasing comprehension for longer periods</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(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</p>	<p>(ii) expand reading skills commensurate with content area needs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(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</p>	<p>(i) demonstrate English comprehension and expand reading skills by employing inferential skills</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs</p>	<p>(l) demonstrate English comprehension and expand reading skills by employing analytical skills</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>	<p>(l) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>	<p>(l) write using newly acquired basic vocabulary</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>	<p>(ii) write using content-based grade-level vocabulary</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(i) spell familiar English words with increasing accuracy</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(ii) employ English spelling pattern with increasing accuracy as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(i) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(iii) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly</p>	<p>(i) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(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</p>	<p>(ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(i) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(ii) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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Proclamation 2019 Correlations to the English Language Proficiency Standards (ELPS): Teacher Material	
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter	Subchapter A. Elementary
Course	110.3. English Language Arts and Reading, Grade 1
Publisher	Pearson Education, Inc., publishing as Scott Foresman
Program Title	Texas myView Literacy - Online, Grade 1
Program ISBN	9780134906355

(a) Introduction.

- (1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.
- (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 social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.
- (3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.
- (4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.
- (5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.
- (6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

(b) School district responsibilities.

This section is not applicable to this document, but can be found at <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>.

(c) Cross-curricular second language acquisition essential knowledge and skills

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(i) use prior knowledge to understand meanings in English	T: K-12 S: 6-12	9780134921785	Unit 1: Page T315	ELL Targeted Support
				9780134921785	Unit 2: Page T165	ELL Targeted Support
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(ii) use prior experiences to understand meanings in English	T: K-12 S: 6-12	9780134921785	Unit 2: Page T305	ELL Targeted Support
				9780134921785	Unit 5: Page T21	ELL Targeted Support

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(i) monitor oral language production and employ self-corrective techniques or other resources	T: K–12	9780134921785	Unit 1: Page T68	ELL Targeted Support
				9780134921785	Unit 4: Page T294	ELL Targeted Support
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(ii) monitor written language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(i) use strategic learning techniques to acquire basic and grade-level vocabulary	T: K–12 S: 6–12	9780134921785	Unit 2: Page T363	ELL Targeted Support: first column
				9780134921785	Unit 5: Page T83	ELL Targeted Support
				9780134921785	Unit 5: Page T117	ELL Targeted Support
(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:	(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)	(i) speak using learning strategies	T: K–12 S: 6–12	9780134921785	Unit 1: Page T157	ELL Targeted Support: first column
				9780134921785	Unit 3: Page T83	ELL Targeted Support: second column

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:</p>	<p>(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</p>	<p>(i) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:</p>	<p>(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</p>	<p>(ii) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:</p>	<p>(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</p>	<p>(iii) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:</p>	<p>(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</p>	<p>(iv) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:</p>	<p>(F) use accessible language and learn new and essential language in the process</p>	<p>(i) use accessible language and learn new and essential language in the process</p>	<p>T: K-12</p>	<p>9780134921785</p>	<p>Unit 3: Page T195</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 5: Page T259</p>	<p>ELL Targeted Support</p>
<p>(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:</p>	<p>(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</p>	<p>(i) demonstrate an increasing ability to distinguish between formal and informal English</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:</p>	<p>(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</p>	<p>(ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(1) Cross-curricular second language acquisition/learning strategies. 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. The student is expected to:</p>	<p>(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</p>	<p>(i) develop and expand repertoire of learning strategies</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p>	<p>(i) distinguish sounds of English with increasing ease</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p>	<p>(ii) distinguish intonation patterns of English with increasing ease</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p>	<p>(i) recognize elements of the English sound system in newly acquired vocabulary</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(i) learn new language structures heard during classroom instruction and interactions</p>	<p>T: K–12</p>	<p>9780134921785</p>	<p>Unit 3: Page T83</p>	<p>ELL Targeted Support: first column</p>
				<p>9780134921785</p>	<p>Unit 5: Page T299</p>	<p>ELL Targeted Support: first column</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(ii) learn new expressions heard during classroom instruction and interactions</p>	<p>T: K–12</p>	<p>9780134921785</p>	<p>Unit 3: Page T243</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 5: Page T237</p>	<p>ELL Targeted Support</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(iii) learn basic vocabulary heard during classroom instruction and interactions</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 3: Page T60</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T245</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(iv) learn academic vocabulary heard during classroom instruction and interactions</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 3: Page T15</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T15</p>	<p>ELL Targeted Support</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p>	<p>(i) monitor understanding of spoken language during classroom instruction and interactions</p>	<p>T: K-12</p>	<p>9780134921785</p>	<p>Unit 3: Page T35</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T35</p>	<p>ELL Targeted Support</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p>	<p>(ii) seek clarification [of spoken language] as needed</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 3: Page T33</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T333</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(i) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(ii) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(iii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 3: Page T274</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 5: Page T56</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</p>	<p>(i) listen to and derive meaning from a variety of media to build and reinforce concept attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</p>	<p>(ii) listen to and derive meaning from a variety of media to build and reinforce language attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(i) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(ii) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(iii) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(iv) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(v) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(vi) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(vii) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(viii) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(ix) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>(i) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>(ii) understand information in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(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</p>	<p>(i) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(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</p>	<p>(ii) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(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</p>	<p>(iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 2: Page T319</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T87</p>	<p>ELL Targeted Support: second column</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(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</p>	<p>(iv) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs</p>	<p>T: K-12</p>	<p>9780134921785</p>	<p>Unit 3: Page T327</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T194</p>	<p>ELL Targeted Support</p>
<p>(2) Cross-curricular 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-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. The student is expected to:</p>	<p>(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</p>	<p>(v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 1: Page T373</p>	<p>ELL Targeted Support: first column</p>
				<p>9780134921785</p>	<p>Unit 4: Page T189</p>	<p>ELL Targeted Support</p>

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<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p>	<p>(i) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(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</p>	<p>(i) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(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</p>	<p>(ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 3: Page T358</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 5: Page T68</p>	<p>ELL Targeted Support</p>

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<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(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</p>	<p>(iii) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 3: Page T60</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 5: Page T58</p>	<p>ELL Targeted Support</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(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</p>	<p>(i) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(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</p>	<p>(ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(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</p>	<p>(iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(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</p>	<p>(iv) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 1: Page T66</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T74</p>	<p>ELL Targeted Support</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p>	<p>(i) speak using grade-level content area vocabulary in context to internalize new English words</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 3: Page T231</p>	<p>ELL Targeted Support: second column</p>
				<p>9780134921785</p>	<p>Unit 5: Page T256</p>	<p>ELL Targeted Support</p>

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<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p>	<p>(ii) speak using grade-level content area vocabulary in context to build academic language proficiency</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 1: Page T303</p>	<p>ELL Targeted Support: first column</p>
				<p>9780134921785</p>	<p>Unit 3: Page T371</p>	<p>ELL Targeted Support: first column</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(E) share information in cooperative learning interactions</p>	<p>(i) share information in cooperative learning interactions</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 2: Page T153</p>	<p>ELL Targeted Support: first column</p>
				<p>9780134921785</p>	<p>Unit 2: Page T254</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 3: Page T354</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T87</p>	<p>ELL Targeted Support: first column</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>(i) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 2: Page T206</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T362</p>	<p>ELL Targeted Support</p>

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<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>(ii) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 4: Page T331</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T379</p>	<p>ELL Targeted Support: second column</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(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</p>	<p>(i) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>T: K–12</p>	<p>9780134921785</p>	<p>Unit 2: Page T348</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 5: Page T358</p>	<p>ELL Targeted Support</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(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</p>	<p>(ii) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>T: K–12</p>	<p>9780134921785</p>	<p>Unit 1: Page T58</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 1: Page T409</p>	<p>ELL Targeted Support</p>

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<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(i) narrate with increasing specificity and detail as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(ii) describe with increasing specificity and detail as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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				<p>9780134921785</p>	<p>Unit 4: Page T364</p>	<p>ELL Targeted Support</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(I) adapt spoken language appropriately for formal and informal purposes</p>	<p>(i) adapt spoken language appropriately for formal purposes</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(I) adapt spoken language appropriately for formal and informal purposes</p>	<p>(ii) adapt spoken language appropriately for informal purposes</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(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</p>	<p>(I) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. 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. The student is expected to:</p>	<p>(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</p>	<p>(ii) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p>	<p>(i) learn relationships between sounds and letters of the English language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p>	<p>(ii) decode (sound out) words using a combination of skills</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(B) recognize directionality of English reading such as left to right and top to bottom</p>	<p>(i) recognize directionality of English reading</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(i) develop basic sight vocabulary used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 3: Page T399</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T407</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(ii) derive meaning of environmental print</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 3: Page T21</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T99</p>	<p>ELL Targeted Support</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(iii) comprehend English vocabulary used routinely in written classroom materials</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 2: Page T327</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T273</p>	<p>ELL Targeted Support</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(iv) comprehend English language structures used routinely in written classroom materials</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 2: Page T76</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 3: Page T231</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text</p>	<p>(i) use prereading supports to enhance comprehension of written text</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 1: Page T117</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T121</p>	<p>ELL Targeted Support</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p>	<p>(i) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p>	<p>T: K–12</p>	<p>9780134921785</p>	<p>Unit 2: Page T250</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T138</p>	<p>ELL Targeted Support</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read 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</p>	<p>(i) use visual and contextual support to read grade-appropriate content area text</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 4: Page T175</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T206</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read 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</p>	<p>(ii) use visual and contextual support to enhance and confirm understanding</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 1: Page T254</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 2: Page T81</p>	<p>ELL Targeted Support: second column</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read 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</p>	<p>(iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 3: Page T265</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T352</p>	<p>ELL Targeted Support</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read 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</p>	<p>(iv) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read 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</p>	<p>(v) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 2: Page T187</p>	<p>ELL Targeted Support</p>
						<p>9780134921785</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read 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</p>	<p>(vi) use support from peers and teachers to read grade-appropriate content area text</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 3: Page T36</p>	<p>ELL Targeted Support</p>
						<p>9780134921785</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read 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</p>	<p>(vii) use support from peers and teachers to enhance and confirm understanding</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 5: Page T134</p>	<p>ELL Targeted Support</p>
						<p>9780134921785</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read 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</p>	<p>(viii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 2: Page T196</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 5: Page T344</p>	<p>ELL Targeted Support</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read 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</p>	<p>(ix) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 2: Page T76</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T158</p>	<p>ELL Targeted Support</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read 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</p>	<p>(x) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 4: Page T334</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 5: Page T62</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(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</p>	<p>(i) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(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</p>	<p>(ii) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 2: Page T64</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T40</p>	<p>ELL Targeted Support</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(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</p>	<p>(iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 1: Page T81</p>	<p>ELL Targeted Support: first column</p>
				<p>9780134921785</p>	<p>Unit 3: Page T262</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T356</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 5: Page T70</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(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</p>	<p>(iv) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 2: Page T235</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T354</p>	<p>ELL Targeted Support</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(H) read silently with increasing ease and comprehension for longer periods</p>	<p>(i) read silently with increasing ease for longer periods</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(H) read silently with increasing ease and comprehension for longer periods</p>	<p>(ii) read silently with increasing comprehension for longer periods</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(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</p>	<p>(I) demonstrate English comprehension by employing basic reading skills commensurate with content area needs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(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</p>	<p>(ii) expand reading skills commensurate with content area needs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(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</p>	<p>(i) demonstrate English comprehension and expand reading skills by employing inferential skills</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular 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 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. The student is expected to:</p>	<p>(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs</p>	<p>(I) demonstrate English comprehension and expand reading skills by employing analytical skills</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>	<p>(I) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 2: Page T307</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 4: Page T156</p>	<p>ELL Targeted Support</p>
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>	<p>(I) write using newly acquired basic vocabulary</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 1: Page T227</p>	<p>ELL Targeted Support: first column</p>
				<p>9780134921785</p>	<p>Unit 5: Page T33</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>	<p>(ii) write using content-based grade-level vocabulary</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 1: Page T373</p>	<p>ELL Targeted Support: second column</p>
				<p>9780134921785</p>	<p>Unit 5: Page T225</p>	<p>ELL Targeted Support: first column</p>
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(i) spell familiar English words with increasing accuracy</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 5: Page T179</p>	<p>ELL Targeted Support</p>
				<p>9780134921785</p>	<p>Unit 5: Page T371</p>	<p>ELL Targeted Support: first column</p>
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(ii) employ English spelling pattern with increasing accuracy as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 3: Page T255</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
				9780134921785	Unit 3: Page T301	ELL Targeted Support: second column
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(iii) employ English spelling rules with increasing accuracy as more English is acquired</p>	<p>T: K–12 S: 6–12</p>	9780134921785	Unit 2: Page T356	ELL Targeted Support
				9780134921785	Unit 5: Page T364	ELL Targeted Support
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(i) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired</p>	<p>T: K–12 S: 6–12</p>	9780134921785	Unit 2: Page T293	ELL Targeted Support: second column
				9780134921785	Unit 3: Page T78	ELL Targeted Support

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 3: Page T301</p>	<p>ELL Targeted Support: first column</p>
				<p>9780134921785</p>	<p>Unit 4: Page T379</p>	<p>ELL Targeted Support: first column</p>
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(iii) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 4: Page T307</p>	<p>ELL Targeted Support: second column</p>
				<p>9780134921785</p>	<p>Unit 4: Page T302</p>	<p>ELL Targeted Support</p>
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly</p>	<p>(i) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 3: Page T226</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
				9780134921785	Unit 5: Page T299	ELL Targeted Support: second column
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(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</p>	<p>(i) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 4: Page T374</p>	<p>ELL Targeted Support</p>
				9780134921785	Unit 5: Page T155	ELL Targeted Support: first column
				9780134921785	Unit 5: Page T220	ELL Targeted Support
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(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</p>	<p>(ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921785</p>	<p>Unit 2: Page T358</p>	<p>ELL Targeted Support</p>
				9780134921785	Unit 4: Page T307	ELL Targeted Support

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(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</p>	<p>(iii) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 4: Page T233</p>	<p>ELL Targeted Support: first column</p>
				<p>9780134921785</p>	<p>Unit 5: Page T150</p>	<p>ELL Targeted Support</p>
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(i) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 4: Page T163</p>	<p>ELL Targeted Support: second column</p>
				<p>9780134921785</p>	<p>Unit 4: Page T233</p>	<p>ELL Targeted Support: second column</p>
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(ii) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 2: Page T223</p>	<p>ELL Targeted Support: first column</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
				9780134921785	Unit 3: Page T161	ELL Targeted Support: first column
<p>(5) Cross-curricular second language acquisition/writing. 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. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921785</p>	<p>Unit 1: Page T227</p>	<p>ELL Targeted Support: second column</p>
				9780134921785	Unit 5: Page T225	ELL Targeted Support: second column