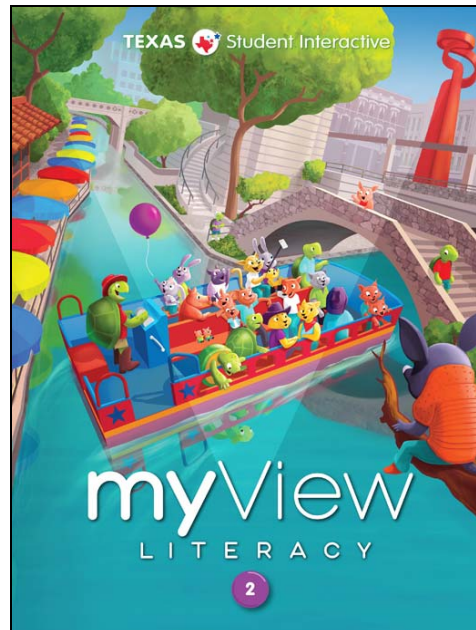


**Correlations of  
Texas myView Literacy  
Grade 2, ©2020  
Online**



**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

<b>Subject</b>	<b>Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading</b>
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>
<b>Course</b>	<b>English Language Arts and Reading, Grade 2</b>
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Scott Foresman</b>
<b>Program Title</b>	<b>Texas myView Literacy - Online, Grade 2</b>
<b>Program ISBN</b>	<b>9780134906362</b>
<b>TEKS %</b>	<b>100.00</b>

**(a) Introduction.**

(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.

(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.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 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.

(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.

(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).

(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).

(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.

**(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	9780134906362	Unit 1 Week 1: p. 51	Writing Club: bulleted list
			Student/Teacher	Activity	9780134906362	Unit 2 Week 6: p. 428	Share: Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 6: p. 428	Share: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 228	Share: Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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	9780134906362	Unit 2 Week 6: p. 428	Share: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 2 Week 6: p. 428	Share: Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 1: p. 498	Reflect and Share: Ask for Clarification
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 498	Reflect and Share: Ask for Clarification
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 2 Week 3: p. 326	Reflect and Share: Make Comments That Support Your Ideas
			Student/Teacher	Activity	9780134906362	Unit 2 Week 3: p. 326	Reflect and Share: Make Comments That Support Your Ideas
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 6: p. 428	Share: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 2 Week 6: p. 428	Share: Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 3 Week 5 pp. 178-179	Procedural Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 505	Writing Workshop: Plan Your How-to Book: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 663	Writing Workshop: Publish and Celebrate
			Student/Teacher	Activity	9780134906362	Unit 5 Week 5: p. 663	Writing Workshop: Publish and Celebrate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 3 Week 5: p. 206	Reflect and Share: Give and Follow Oral Instructions
			Student/Teacher	Activity	9780134906362	Unit 3 Week 5: p. 206	Reflect and Share: Give and Follow Oral Instructions
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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	9780134906362	Unit 5 Week 2: p. 545	Writing Workshop: How to Write a Command
			Student/Teacher	Activity	9780134906362	Unit 5 Week 2: p. 545	How to Write a Command: My Turn
			Student/Teacher	Activity	9780134906362	Unit 5 Week 3: p. 584	Writing in Steps: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 3 Week 5: p. 206	Reflect and Share: Give and Follow Oral Instructions
			Student/Teacher	Activity	9780134906362	Unit 3 Week 5: p. 206	Reflect and Share: Give and Follow Oral Instructions
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 1: p. 505	Writing Workshop: Plan Your How-to Book
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 663	Writing Workshop: Publish and Celebrate
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 505	Writing Workshop: Plan Your How-to Book, My Tu
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(i) share information that focus[es] on the topic under discussion, speaking clearly at an appropriate pace	Student/Teacher	Narrative	9780134906362	Unit 1 Week 6: p. 208	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 1 Week 6: p. 208	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: p. 228	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 6: p. 678	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 228	Celebrate and Reflect: Share: Collaborate
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(ii) share information that focus[es] on the topic under discussion, using the conventions of language	Student/Teacher	Narrative	9780134906362	Unit 1 Week 6: p. 208	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 1 Week 6: p. 208	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: p. 228	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 3: p. 356	Reflect and Share: Make Comments and Build on
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 228	Celebrate and Reflect: Share: Collaborate
			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 selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(iii) share ideas that focus on the topic under discussion, speaking clearly at an appropriate pace	Student/Teacher	Narrative	9780134906362	Unit 1 Week 6: p. 208	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 1 Week 6: p. 208	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: p. 228	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 228	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	(iv) share ideas that focus on the topic under discussion, using the conventions of language	Student/Teacher	Narrative	9780134906362	Unit 1 Week 6: p. 208	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 1 Week 6: p. 208	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: p. 228	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 228	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, making appropriate contributions, and building on the ideas of others	(i) work collaboratively with others by following agreed-upon rules for discussion, including listening to others	Student/Teacher	Narrative	9780134906362	Unit 1 Week 1: p. 51	Writing Club: bulleted list
			Student/Teacher	Activity	9780134906362	Unit 1 Week 1: p. 51	Writing Club: My Turn, bulleted list
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 6: p. 458	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 4 Week 6: p. 458	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, making appropriate contributions, and building on the ideas of others	(ii) work collaboratively with others by following agreed-upon rules for discussion, including speaking when recognized	Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: p. 248	Reflect and Share: Make Comments to Show Agreement

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	9780134906362	Unit 2 Week 1: p. 248	Reflect and Share: Make Comments to Show Agreement
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 6: p. 458	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 4 Week 6: p. 458	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, making appropriate contributions, and building on the ideas of others	(iii) work collaboratively with others by following agreed-upon rules for discussion, including making appropriate contributions	Student/Teacher	Narrative	9780134906362	Unit 1 Week 1: p. 51	Writing Club: bulleted list
			Student/Teacher	Activity	9780134906362	Unit 1 Week 1: p. 51	Writing Club: My Turn, bulleted list
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 6: p. 458	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 4 Week 6: p. 458	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, making appropriate contributions, and building on the ideas of others	(iv) work collaboratively with others by following agreed-upon rules for discussion, including building on the ideas of others	Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: p. 248	Reflect and Share: Make Comments to Show Agreement
			Student/Teacher	Activity	9780134906362	Unit 2 Week 1: p. 248	Reflect and Share: Make Comments to Show Agreement
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 6: p. 458	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 4 Week 6: p. 458	Celebrate and Reflect: Share: Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 distinguishing between asking and telling	(i) develop social communication	Student/Teacher	Narrative	9780134906362	Unit 1 Week 1: p. 51	Writing Club: bulleted list
			Student/Teacher	Activity	9780134906362	Unit 1 Week 1: p. 51	Writing Club: My Turn, bulleted list
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 1: p. 498	Reflect and Share: Ask for Clarification
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 498	Reflect and Share: Ask for Clarification
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 selection)			
<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) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;                      (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and                      (iv) manipulating phonemes within base words</p>	<p>(i) demonstrate phonological awareness by producing a series of rhyming words</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 3: p. 92	Make Rhyming Words: See and Say
			Student/Teacher	Activity	9780134906362	Unit 1 Week 3: p. 92	Make Rhyming Words: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 1 Week 4: p. 130	Make Rhyming Words: See and Say
			Student/Teacher	Activity	9780134906362	Unit 1 Week 4: p. 130	Make Rhyming Words: Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;                      (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and                      (iv) manipulating phonemes within base words</p>	<p>(ii) demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable words</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 1: p. 16	Listen for Long and Short Vowels: See and Say
			Student/Teacher	Activity	9780134906362	Unit 1 Week 1: p. 16	Listen for Long and Short Vowels: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 1 Week 2: p. 54	Listen for Long and Short Vowels: See and Say
			Student/Teacher	Activity	9780134906362	Unit 1 Week 2: p. 54	Listen for Long and Short Vowels: Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;                      (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and                      (iv) manipulating phonemes within base words</p>	<p>(iii) demonstrate phonological awareness by distinguishing between long and short vowel sounds in multi-syllable words</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 1: p. 16	Listen for Long and Short Vowels: See and Say
			Student/Teacher	Activity	9780134906362	Unit 1 Week 1: p. 16	Listen for Long and Short Vowels: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 1 Week 2: p. 54	Listen for Long and Short Vowels: See and Say
			Student/Teacher	Activity	9780134906362	Unit 1 Week 2: p. 54	Listen for Long and Short Vowels: Turn and Talk
			Student/Teacher	(Drop-down selection)			

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 selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and (iv) manipulating phonemes within base words	(iv) demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed	Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 160	Add and Remove Sounds: See and Say
			Student/Teacher	Activity	9780134906362	Unit 1 Week 5: p. 160	Add and Remove Sounds: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 258	Recognize Changes in Words: See and Say
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: p. 218	Add and Remove Sounds: See and Say
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 292	Recognize Changes in Words: See and Say
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) distinguishing between long and short vowel sounds in one-syllable and multi-syllable words; (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and (iv) manipulating phonemes within base words	(v) demonstrate phonological awareness by manipulating phonemes within base words	Student/Teacher	Narrative	9780134906362	Unit 2 Week 4: p. 336	Manipulate Sounds: See and Say
			Student/Teacher	Activity	9780134906362	Unit 2 Week 4: p. 336	Manipulate Sounds: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 5: p. 380	Manipulate Sounds: See and Say
			Student/Teacher	Activity	9780134906362	Unit 2 Week 5: p. 380	Manipulate Sounds: Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(i) demonstrate phonetic knowledge by decoding words with short, long, or variant vowels</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 1: p. 17</p>	<p>Words with Short Vowels: top paragraph</p>					
								Student/Teacher	Activity	9780134906362	Unit 1 Week 1: p. 17	Decode Words with Short Vowels: My Turn
								Student/Teacher	Narrative	9780134906362	Unit 1 Week 2: p. 55	Long Vowels: CVCe
								Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 293	Vowel Digraph ie
								Student/Teacher	Activity	9780134906362	Unit 1 Week 2: p. 55	Long Vowels: CVCe: Turn and Talk (p. 55), My Turn
								Teacher Only	Narrative			
								Teacher Only	Activity			
								Teacher Only	(Drop-down selection)			
								Teacher Only	(Drop-down selection)			
								Teacher Only	(Drop-down selection)			
<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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(ii) demonstrate phonetic knowledge by decoding words with trigraphs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 4: p. 131</p>	<p>Consonant Digraphs ch, sh wh,th, ph and Trigraph tch</p>					
								Student/Teacher	Activity	9780134906362	Unit 1 Week 4: p. 131	Consonant Digraphs ch, sh wh,th, ph and Trigraph tch: My Turn
								Student/Teacher	Narrative	9780134906362	Unit 3 Week 1: p. 18	Long i: Spelled l, ie, l_e, igh, y
								Student/Teacher	Activity	9780134906362	Unit 3 Week 1: p. 18	Long i: Spelled l, ie, l_e, igh, y: Turn and Talk
								Student/Teacher	(Drop-down selection)			
								Teacher Only	Narrative			
								Teacher Only	Activity			
								Teacher Only	(Drop-down selection)			
								Teacher Only	(Drop-down selection)			
								Teacher Only	(Drop-down selection)			

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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(iii) demonstrate phonetic knowledge by decoding words with blends</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 3: p. 93</p>	<p>Consonant Blends: top paragraph</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 3: p. 93</p>	<p>Consonant Blends: Turn and Talk</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 4: p. 588</p>	<p>Syllable Pattern VCCCV: top paragraph</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 4: p. 588</p>	<p>Syllable Pattern VCCCV: My Turn, Turn and Talk</p>
						<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(iv) demonstrate phonetic knowledge by decoding words with silent letters</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 6: p. 446</p>	<p>Consonant Patterns kn, wr, gn, mb, lf</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 6: p. 446</p>	<p>Consonant Patterns kn, wr, gn, mb, lf: My Turn</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 6: p. 447</p>	<p>Consonant Patterns kn, wr, gn, mb, lf: My Turn</p>
						<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
						<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>									
<p>Teacher Only</p>	<p>(Drop-down selection)</p>									
<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(v) demonstrate phonetic knowledge by decoding multisyllabic words with closed syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 1: p. 238</p>	<p>Closed Syllables VC/V</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 1: p. 238</p>	<p>Closed Syllables VC/V: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 2: p. 508</p>	<p>Double Consonants</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 1: p. 239</p>	<p>Closed Syllables VC/V</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 2: p. 508</p>	<p>Double Consonants: My Turn, 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 selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(vi) demonstrate phonetic knowledge by decoding multisyllabic words with open syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 2: p. 280</p>	<p>Open Syllables V/CV</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 2: p. 280</p>	<p>Open Syllables V/CV: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 2: p. 281</p>	<p>Open Syllables V/CV: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(vii) demonstrate phonetic knowledge by decoding multisyllabic words with VCe syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 2: p. 55</p>	<p>Long Vowels: CVCe</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 2: p. 55</p>	<p>Long Vowels: CVCe: Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 2: p. 56</p>	<p>Long Vowels: CVCe: My Turn (top), My Turn (bottom)</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(viii) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 2: p. 259</p>	<p>Long a: ai, ay, ea</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 2: p. 259</p>	<p>Long a: ai, ay, ea: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 3: p. 293</p>	<p>Vowel Digraph ie</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 5: p. 381</p>	<p>Long o: o, oa, ow</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 5: p. 381</p>	<p>Long o: o, oa, ow: My Turn, 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 selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(ix) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 4: p. 140</p>	<p>Diphthongs ou, ow, oi, oy</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 3 Week 4: p. 140</p>	<p>Diphthongs ou, ow, oi, oy: Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 3 Week 4: p. 141</p>	<p>Diphthongs ou, ow, oi, oy: My Turn (top), My Turn (bottom)</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(x) demonstrate phonetic knowledge by decoding multisyllabic words with r-controlled syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 3: pp. 96</p>	<p>r-Controlled Vowels: er, ir, ur</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 6: p. 196</p>	<p>r-Controlled Vowels ar, or, ore, oar</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 3 Week 3: p. 96</p>	<p>r-Controlled Vowels: er, ir, ur : My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xi) demonstrate phonetic knowledge by decoding multisyllabic words with final stable syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 6: p. 666</p>	<p>Final Stable Syllables consonant-le, -tion, -sion</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 6: p. 666</p>	<p>Final Stable Syllables consonant-le, -tion, -sion: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 6: p. 667</p>	<p>Final Stable Syllables consonant-le, -tion, -sion</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 6: p. 667</p>	<p>Final Stable Syllables consonant-le, -tion, -sion: M</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xii) demonstrate phonetic knowledge by decoding compound words</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 6: p. 416</p>	<p>Compound Words</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 6: p. 416</p>	<p>Compound Words: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 6: p. 417</p>	<p>Compound Words</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 6: p. 417</p>	<p>Compound Words: My Turn (top)</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xiii) demonstrate phonetic knowledge by decoding contractions</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 1: p. 219</p>	<p>Contractions</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 1: p. 219</p>	<p>Contractions: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 1: p. 220</p>	<p>Contractions: My Turn</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 2: p. 544</p>	<p>Contractions</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xiv) demonstrate phonetic knowledge by decoding common abbreviations</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 5: p. 630</p>	<p>Abbreviations</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 5: p. 630</p>	<p>Abbreviations: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 5: p. 631</p>	<p>Abbreviations</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 5: p. 631</p>	<p>Abbreviations: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xv) demonstrate phonetic knowledge by decoding words using knowledge of syllable division patterns</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 1: p. 238</p>	<p>Closed Syllable VC/V</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 1: p. 238</p>	<p>Closed Syllable VC/V: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 4: p. 588</p>	<p>Syllable Pattern VCCCV</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 4: p. 588</p>	<p>Syllable Pattern VCCCV: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xvi) demonstrate phonetic knowledge by decoding words with prefixes, including un-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 366</p>	<p>Prefixes un-, pre-, dis-</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 366</p>	<p>Prefixes un-, pre-, dis-: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 367</p>	<p>Prefixes un-, pre-, dis-</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 367</p>	<p>Prefixes un-, pre-, dis-: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xvii) demonstrate phonetic knowledge by decoding words with prefixes, including re-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 366</p>	<p>Prefixes un-, pre-, dis-</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 366</p>	<p>Prefixes un-, pre-, dis-: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 367</p>	<p>Prefixes un-, pre-, dis-</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 367</p>	<p>Prefixes un-, pre-, dis-: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xviii) demonstrate phonetic knowledge by decoding words with prefixes, including dis-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 366</p>	<p>Prefixes un-, pre-, dis-</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 366</p>	<p>Prefixes un-, pre-, dis-: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 367</p>	<p>Prefixes un-, pre-, dis-</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 367</p>	<p>Prefixes un-, pre-, dis-: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xix) demonstrate phonetic knowledge by decoding words with inflectional endings, including -s</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 161</p>	<p>Inflected Endings -s, -es, -ed, -ing</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 161</p>	<p>Inflected Endings -s, -es, -ed, -ing: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 162</p>	<p>Inflected Endings -s, -es, -ed, -ing</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 162</p>	<p>Inflected Endings -s, -es, -ed, -ing: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xx) demonstrate phonetic knowledge by decoding words with inflectional endings, including -es</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 161</p>	<p>Inflected Endings -s, -es, -ed, -ing</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 161</p>	<p>Inflected Endings -s, -es, -ed, -ing: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 162</p>	<p>Inflected Endings -s, -es, -ed, -ing</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxi) demonstrate phonetic knowledge by decoding words with inflectional endings, including -ed</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 161</p>	<p>Inflected Endings -s, -es, -ed, -ing</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 161</p>	<p>Inflected Endings -s, -es, -ed, -ing: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 162</p>	<p>Inflected Endings -s, -es, -ed, -ing</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxii) demonstrate phonetic knowledge by decoding words with inflectional endings, including -ing</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 161</p>	<p>Inflected Endings -s, -es, -ed, -ing</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 161</p>	<p>Inflected Endings -s, -es, -ed, -ing: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 162</p>	<p>Inflected Endings -s, -es, -ed, -ing</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxiii) demonstrate phonetic knowledge by decoding words with inflectional endings, including -er</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 2: p. 52</p>	<p>Comparative Endings</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 3 Week 2: p. 52</p>	<p>Comparative Endings: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 2: p. 53</p>	<p>Comparative Endings</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 3 Week 2: p. 53</p>	<p>Comparative Endings: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxiv) demonstrate phonetic knowledge by decoding words with inflectional endings, including -est</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 2: p. 52</p>	<p>Comparative Endings</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 3 Week 2: p. 52</p>	<p>Comparative Endings: My Turn, Turn and Talk</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 2: p. 53</p>	<p>Comparative Endings</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 3 Week 2: p. 53</p>	<p>Comparative Endings: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxv) demonstrate phonetic knowledge by identifying high-frequency words from a research-based list</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 1: p. 19</p>	<p>My Words to Know</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 1: p. 19</p>	<p>My Words to Know: My Turn</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 1: p. 221</p>	<p>My Words to Know: My Turn</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 1: p. 221</p>	<p>My Words to Know: My Turn (top)</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxvi) demonstrate phonetic knowledge by reading high-frequency words from a research-based list</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 1: p. 20</p>	<p>My Words to Know</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 3 Week 1: p. 20</p>	<p>My Words to Know: My Turn</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 1: p. 240</p>	<p>My Words to Know</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 1: p. 240</p>	<p>My Words to Know: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxvii) apply phonetic knowledge by decoding words with short, long, or variant vowels</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 1: p. 17</p>	<p>Words with Short Vowels</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Phonics, p. 1</p>	<p>Entire Page</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 2: p. 55</p>	<p>Long Vowels: CVCe</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 3: p. 293</p>	<p>Vowel Digraph ie</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Phonics, p. 2</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 selection)</p>									
<p>Teacher Only</p>	<p>(Drop-down selection)</p>									
<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxviii) apply phonetic knowledge by decoding words with trigraphs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 4: p. 131</p>	<p>Consonant Digraphs ch, sh wh,th, ph and Trigraph tch</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Phonics, p. 4</p>	<p>Entire Page</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 1: p. 18</p>	<p>Long i: Spelled I, ie, i_e, igh, y</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
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 125	Entire Page
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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"> <li>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</li> <li>(ii) decoding words with silent letters such as knife and gnat;</li> <li>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iv) decoding compound words, contractions, and common abbreviations;</li> <li>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</li> <li>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</li> <li>(vii) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(xxix) apply phonetic knowledge by decoding words with blends</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 3: p. 93	Consonant Blends
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 3	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 588	Syllable Pattern VCCCV
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 252	Entire Page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 4: p. 591	Decodable Text: Lizard's Move
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxx) apply phonetic knowledge by decoding words with silent letters</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 6: p. 446</p>	<p>Consonant Patterns kn, wr, gn, mb, lf</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Phonics, p. 192</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxxi) apply phonetic knowledge by decoding multisyllabic words with closed syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 1: p. 238</p>	<p>Closed Syllables VC/V</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Phonics, p. 187</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 2: p. 508</p>	<p>Double Consonants</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 1: p. 241</p>	<p>Helen's Story</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 2: p. 511</p>	<p>The Changing River</p>
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p> <p>(ii) decoding words with silent letters such as knife and gnat;</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs: r-controlled syllables; and final stable syllables;</p> <p>(iv) decoding compound words, contractions, and common abbreviations;</p> <p>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p>(vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxxii) apply phonetic knowledge by decoding multisyllabic words with open syllables</p>	Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 280	Open Syllables V/CV
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 188	Entire Page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 2: p. 283	Spider's Web
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p> <p>(ii) decoding words with silent letters such as knife and gnat;</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs: r-controlled syllables; and final stable syllables;</p> <p>(iv) decoding compound words, contractions, and common abbreviations;</p> <p>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p>(vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxxiii) apply phonetic knowledge by decoding multisyllabic words with VCe syllables</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 2: p. 55	Long Vowels: CVCe
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 2	Entire Page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 selection)			
			Teacher Only	(Drop-down selection)			
<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> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p> <p>(ii) decoding words with silent letters such as knife and gnat;</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(iv) decoding compound words, contractions, and common abbreviations;</p> <p>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p>(vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxxiv) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs</p>	Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 259	Long a: ai, ay, ea
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 65	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 293	Vowel Digraph ie
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 5: p. 381	Long o: o, oa, ow
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 67	Entire Page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p> <p>(ii) decoding words with silent letters such as knife and gnat;</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(iv) decoding compound words, contractions, and common abbreviations;</p> <p>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p>(vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxxv) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs</p>	Student/Teacher	Narrative	9780134906362	Unit 3 Week 4: p. 140	Diphthongs ou, ow, oi, oy
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 128	Decode Words with Diphthongs ou, ow, oi, oy: Additional Practice (side column)
			Student/Teacher	Activity	9780134906362	Unit 3 Week 4: p. 141	Diphthongs ou, ow, oi, oy

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	9780134906362	Unit 3, Week 4, p. 143	The Story
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxxvi) apply phonetic knowledge by decoding multisyllabic words with r-controlled syllables</p>	Student/Teacher	Narrative	9780134906362	Unit 3 Week 3: p. 96	r-Controlled Vowels: er, ir, ur
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 6	Entire Page
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 127	Entire Page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxxvii) apply phonetic knowledge by decoding multisyllabic words with final stable syllables</p>	Student/Teacher	Narrative	9780134906362	Unit 5 Week 6: p. 666	Final Stable Syllables consonant-le, -tion, -sion

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	9780134906362	Additional Practice: Phonics, p. 254	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 6: p. 667	Final Stable Syllables consonant-le, -tion, -sion
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 with short, long, or variant vowels, trigraphs, and blends; (ii) decoding words with silent letters such as knife and gnat; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and (vii) identifying and reading high-frequency words from a research-based list	(xxxviii) apply phonetic knowledge by decoding compound words	Student/Teacher	Narrative	9780134906362	Unit 2 Week 6: p. 416	Compound Words
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 68	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 6: p. 417	Compound Words
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xxxix) apply phonetic knowledge by decoding contractions</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 1: p. 219</p>	<p>Contractions</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Phonics, p. 63</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 1: p. 220</p>	<p>Contractions</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 2: p. 544</p>	<p>Contractions</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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 with short, long, or variant vowels, trigraphs, and blends;                      (ii) decoding words with silent letters such as knife and gnat;                      (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (iv) decoding compound words, contractions, and common abbreviations;                      (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;                      (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and                      (vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xi) apply phonetic knowledge by decoding common abbreviations</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 5: p. 630</p>	<p>Abbreviations</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Phonics, p. 253</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 5: p. 631</p>	<p>Abbreviations</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 5: p. 633</p>	<p>Welcome Max</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p> <p>(ii) decoding words with silent letters such as knife and gnat;</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(iv) decoding compound words, contractions, and common abbreviations;</p> <p>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p>(vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xii) apply phonetic knowledge by decoding words using knowledge of syllable division patterns</p>	Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 280	Open Syllables V/CV
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 188	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 5: p. 410	Syllable Pattern VCCV
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 191	Entire Page
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 252	Entire Page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p> <p>(ii) decoding words with silent letters such as knife and gnat;</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(iv) decoding compound words, contractions, and common abbreviations;</p> <p>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p>(vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xlii) apply phonetic knowledge by decoding words with prefixes, including un-</p>	Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 366	Prefixes un-, pre-, dis-

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	9780134906362	Additional Practice, Phonics, p. 190	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 367	Prefixes un-, pre-, dis-
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 369	Cleaning the Beach
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 with short, long, or variant vowels, trigraphs, and blends; (ii) decoding words with silent letters such as knife and gnat; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and (vii) identifying and reading high-frequency words from a research-based list	(xliii) apply phonetic knowledge by decoding words with prefixes, including re-	Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 366	Prefixes un-, pre-, dis-
			Student/Teacher	Activity	9780134906362	Additional Practice, Phonics, p. 190	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 367	Prefixes un-, pre-, dis-
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 369	Cleaning the Beach
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 with short, long, or variant vowels, trigraphs, and blends; (ii) decoding words with silent letters such as knife and gnat; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and (vii) identifying and reading high-frequency words from a research-based list	(xiv) apply phonetic knowledge by decoding words with prefixes, including dis-	Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 366	Prefixes un-, pre-, dis-
			Student/Teacher	Activity	9780134906362	Additional Practice, Phonics, p. 190	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 367	Prefixes un-, pre-, dis-
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 369	Cleaning the Beach
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 with short, long, or variant vowels, trigraphs, and blends; (ii) decoding words with silent letters such as knife and gnat; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and (vii) identifying and reading high-frequency words from a research-based list	(xiv) apply phonetic knowledge by decoding words with inflectional endings, including -s	Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 161	Inflected Endings -s, -es, -ed, -ing
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 5	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 162	Inflected Endings -s, -es, -ed, -ing
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



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 selection)			
			Teacher Only	(Drop-down selection)			
<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> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p> <p>(ii) decoding words with silent letters such as knife and gnat;</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs: r-controlled syllables; and final stable syllables;</p> <p>(iv) decoding compound words, contractions, and common abbreviations;</p> <p>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p>(vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xlvi) apply phonetic knowledge by decoding words with inflectional endings, including -es</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 161	Inflected Endings -s, -es, -ed, -ing
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 5	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 162	Inflected Endings -s, -es, -ed, -ing
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</p> <p>(ii) decoding words with silent letters such as knife and gnat;</p> <p>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs: r-controlled syllables; and final stable syllables;</p> <p>(iv) decoding compound words, contractions, and common abbreviations;</p> <p>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</p> <p>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</p> <p>(vii) identifying and reading high-frequency words from a research-based list</p>	<p>(xlvi) apply phonetic knowledge by decoding words with inflectional endings, including -ed</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 161	Inflected Endings -s, -es, -ed, -ing
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 5	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 162	Inflected Endings -s, -es, -ed, -ing
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 with short, long, or variant vowels, trigraphs, and blends; (ii) decoding words with silent letters such as knife and gnat; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and (vii) identifying and reading high-frequency words from a research-based list	(xlvi) apply phonetic knowledge by decoding words with inflectional endings, including -ing	Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 161	Inflected Endings -s, -es, -ed, -ing
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 5	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 162	Inflected Endings -s, -es, -ed, -ing
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 with short, long, or variant vowels, trigraphs, and blends; (ii) decoding words with silent letters such as knife and gnat; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and (vii) identifying and reading high-frequency words from a research-based list	(xlvii) apply phonetic knowledge by decoding words with inflectional endings, including -er	Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 52	Comparative Endings
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 126	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 53	Comparative Endings
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 55	No Help at All!
			Student/Teacher	(Drop-down selection)			

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 selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 with short, long, or variant vowels, trigraphs, and blends; (ii) decoding words with silent letters such as knife and gnat; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and (vii) identifying and reading high-frequency words from a research-based list	(I) apply phonetic knowledge by decoding words with inflectional endings, including -est	Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 52	Comparative Endings
			Student/Teacher	Activity	9780134906362	Additional Practice: Phonics, p. 126	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 53	Comparative Endings
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 55	No Help at All!
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 with short, long, or variant vowels, trigraphs, and blends; (ii) decoding words with silent letters such as knife and gnat; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding compound words, contractions, and common abbreviations; (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and (vii) identifying and reading high-frequency words from a research-based list	(II) apply phonetic knowledge by identifying high-frequency words from a research-based list	Student/Teacher	Narrative	9780134906362	Unit 5 Week 1: p. 470	My Words to Know
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 470	My Words to Know: My Turn
			Student/Teacher	Activity	9780134906362	Unit 3 Week 3: p. 98	My Words to Know: Turn and Talk
			Student/Teacher	Activity	9780134906362	Unit 2 Week 5: p. 383	My Words to Know: My Turn (top)

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 selection)								
			Teacher Only	Narrative								
			Teacher Only	Activity								
			Teacher Only	(Drop-down selection)								
			Teacher Only	(Drop-down selection)								
			Teacher Only	(Drop-down selection)								
<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"> <li>(i) decoding words with short, long, or variant vowels, trigraphs, and blends;</li> <li>(ii) decoding words with silent letters such as knife and gnat;</li> <li>(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</li> <li>(iv) decoding compound words, contractions, and common abbreviations;</li> <li>(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;</li> <li>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; and</li> <li>(vii) identifying and reading high-frequency words from a research-based list</li> </ul>	<p>(iii) apply phonetic knowledge by reading high-frequency words from a research-based list</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 1: p. 470</p>	<p>My Words to Know</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: My Words to Know, p. 131</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 3: p. 552</p>	<p>My Words to Know</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: My Words to Know, p. 193</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: My Words to Know, p. 257</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 selection)</p>									
<p>Teacher Only</p>			<p>(Drop-down selection)</p>									
<p>Teacher Only</p>			<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(i) demonstrate spelling knowledge by spelling one-syllable words with closed syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 1: p. 47</p>	<p>Spell Words with Short Vowels</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 1: p. 47</p>	<p>Spell Words with Short Vowels: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(ii) demonstrate spelling knowledge by spelling one-syllable words with open syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 3: p. 581</p>	<p>Spell Words with aw, au, augh, al</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 3: p. 581</p>	<p>Spell Words with aw, au, augh, al: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(iii) demonstrate spelling knowledge by spelling one-syllable words with VCe syllables</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 2: p. 85	Spell Words with Long Vowels (CVCe)
			Student/Teacher	Activity	9780134906362	Unit 1 Week 2: p. 85	Spell Words with Long Vowels (CVCe): My Turn
			Student/Teacher	Activity	9780134906362	Unit 3 Week 1: p. 45	Spell Words with Long i: i, ie, i_e, igh, y: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(iv) demonstrate spelling knowledge by spelling one-syllable words with vowel teams, including digraphs</p>	Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 285	Spell Words with Long a
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 285	Spell Words with Long a: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 329	Spell Words with ie
			Student/Teacher	Activity	9780134906362	Unit 2 Week 3: p. 329	Spell Words with ie: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(v) demonstrate spelling knowledge by spelling one-syllable words with vowel teams, including diphthongs	Student/Teacher	Narrative	9780134906362	Additional Practice: Spelling: p. 150	Spell Words with ou, ow, oi, oy
			Student/Teacher	Activity	9780134906362	Unit 3 Week 4: p. 167	Spell Words with ou, ow, oi, oy: My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(vi) demonstrate spelling knowledge by spelling one-syllable words with r-controlled syllables	Student/Teacher	Narrative	9780134906362	Unit 1 Week 6: p. 199	Spell Words with ar, or, ore, oar
			Student/Teacher	Activity	9780134906362	Unit 1 Week 6: p. 199	Spell Words with ar, or, ore, oar: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 3: p. 133	Spell Words with r-Controlled Vowels
			Student/Teacher	Activity	9780134906362	Unit 3 Week 3: p. 133	Spell Words with r-Controlled Vowels: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(vii) demonstrate spelling knowledge by spelling multisyllabic words with closed syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 1: p. 273</p>	<p>Spell Words with Closed Syllables VC/V</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 1: p. 273</p>	<p>Spell Words with Closed Syllables VC/V: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(viii) demonstrate spelling knowledge by spelling multisyllabic words with open syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 2: p. 315</p>	<p>Spell Words with Open Syllables V/CV</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 2: p. 315</p>	<p>Spell Words with Open Syllables V/CV: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(ix) demonstrate spelling knowledge by spelling multisyllabic words with VCe syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 2: p. 85</p>	<p>Spell Words with Long Vowels (CVCe)</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 2: p. 85</p>	<p>Spell Words with Long Vowels (CVCe): My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(x) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 2: p. 285</p>	<p>Spell Words with Long a</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 2: p. 285</p>	<p>Spell Words with Long a: My Turn</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 3: p. 329</p>	<p>Spell Words with ie</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 3: p. 329</p>	<p>Spell Words with ie: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xi) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling p. 150</p>	<p>Spell Words with ou, ow, oi, oy</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 3 Week 4: p. 167</p>	<p>Spell Words with ou, ow, oi, oy: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xii) demonstrate spelling knowledge by spelling multisyllabic words with r-controlled syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 6: p. 199</p>	<p>Spell Words with ar, or, ore, oar</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 6: p. 199</p>	<p>Spell Words with ar, or, ore, oar: My Turn</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 3 Week 3: p. 133</p>	<p>Spell Words with r-Controlled Vowels: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xiii) demonstrate spelling knowledge by spelling multisyllabic words with final stable syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 6: p. 669</p>	<p>Spell Words with consonant-le, -tion, -sion</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 6: p. 669</p>	<p>Spell Words with consonant-le, -tion, -sion: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xiv) apply spelling knowledge by spelling one-syllable words with closed syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 1: p. 47</p>	<p>Spell Words with Short Vowels</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 23</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xv) apply spelling knowledge by spelling one-syllable words with open syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 273</p>	<p>Spell Words with aw, au, augh, al</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 273</p>	<p>Spell Words with aw, au, augh, al: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xvi) apply spelling knowledge by spelling one-syllable words with VCe syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 2: p. 85</p>	<p>Spell Words with Long Vowels (CVCe)</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 24</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xvii) apply spelling knowledge by spelling one-syllable words with vowel teams, including digraphs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 2: p. 285</p>	<p>Spell Words with Long a</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 86</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 3: p. 329</p>	<p>Spell Words with ie</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 87</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xviii) apply spelling knowledge by spelling one-syllable words with vowel teams, including diphthongs</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 150</p>	<p>Spell Words with ou, ow, oi, oy</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 150</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</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
			Teacher Only	(Drop-down selection)			
(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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(xix) apply spelling knowledge by spelling one-syllable words with r-controlled syllables	Student/Teacher	Narrative	9780134906362	Unit 1 Week 6: p. 199	Spell Words with ar, or, ore, oar
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 28	Entire Page
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 149	Entire Page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(xx) apply spelling knowledge by spelling multisyllabic words with closed syllables	Student/Teacher	Narrative	9780134906362	Unit 4, Week 1, p. 273	Spell Words with Closed Syllables VC/V
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 213	Entire Page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 selection)			
(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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(xxi) apply spelling knowledge by spelling multisyllabic words with open syllables	Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 315	Spell Words with Open Syllables V/CV
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 210	Entire Page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(xxii) apply spelling knowledge by spelling multisyllabic words with VCe syllables	Student/Teacher	Narrative	9780134906362	Unit 1 Week 2: p. 85	Spell Words with Long Vowels (CVCe)
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 24	Entire Page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xxiii) apply spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs</p>	Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 285	Spell Words with Long a: ai, ay, ea
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 86	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 329	Spell Words with ie
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 87	Entire Page
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
Teacher Only	(Drop-down selection)						
Teacher Only	(Drop-down selection)						
Teacher Only	(Drop-down selection)						
<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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xxiv) apply spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs</p>	Student/Teacher	Narrative	9780134906362	Additional Practice: Spelling, p. 150	Spell Words with ou, ow, oi, oy
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 150	Entire Page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
Teacher Only	(Drop-down selection)						



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 selection)			
(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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(xxv) apply spelling knowledge by spelling multisyllabic words with r-controlled syllables	Student/Teacher	Narrative	9780134906362	Unit 1 Week 6: p. 199	Spell Words with ar, or, ore, oar
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 28	Entire Page
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 149	Entire Page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(xxvi) apply spelling knowledge by spelling multisyllabic words with final stable syllables	Student/Teacher	Narrative	9780134906362	Unit 5 Week 6: p. 669	Spell Words with consonant-le, -tion, -sion
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 276	Entire Page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 selection)			
(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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(xxvii) demonstrate spelling knowledge by spelling words with silent letters	Student/Teacher	Narrative	9780134906362	Unit 4 Week 6: p. 449	Spell Words with kn, wr, gn, mb, lf
			Student/Teacher	Activity	9780134906362	Unit 4 Week 6: p. 449	Spell Words with kn, wr, gn, mb, lf: My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(xxviii) apply spelling knowledge by spelling words with silent letters	Student/Teacher	Narrative	9780134906362	Unit 4 Week 6: p. 449	Spell Words with kn, wr, gn, mb, lf
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 214	Entire Page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xxix) demonstrate spelling knowledge by spelling compound words</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 6: p. 419</p>	<p>Spell Compound Words</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 6: p. 419</p>	<p>Spell Compound Words: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xxx) demonstrate spelling knowledge by spelling contractions</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 1: p. 251</p>	<p>Spell Contractions</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 1: p. 251</p>	<p>Spell Contractions: My turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xxxi) demonstrate spelling knowledge by spelling common abbreviations</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 5: p. 659</p>	<p>Spell Abbreviations</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 5: p. 659</p>	<p>Spell Abbreviations: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xxxi) apply spelling knowledge by spelling compound words</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 6: p. 419</p>	<p>Spell Compound Words</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 90</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xxxiii) apply spelling knowledge by spelling contractions</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 1: p. 251</p>	<p>Spell Contractions</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 85</p>	<p>Entire Page</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 2: p. 544</p>	<p>Contractions</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 2: p. 544</p>	<p>Contractions: Chart, My Turn</p>
						<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>									
<p>Teacher Only</p>	<p>(Drop-down selection)</p>									
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xxxiv) apply spelling knowledge by spelling common abbreviations</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 5: p. 659</p>	<p>Spell Abbreviations</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 275</p>	<p>Entire Page</p>
						<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
						<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
						<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>									
<p>Teacher Only</p>	<p>(Drop-down selection)</p>									
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xxxv) demonstrate spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns</p>	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 273	Spell Words with Closed Syllables VC/V
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 273	Spell Words with Closed Syllables VC/V: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 315	Spell Words with Open Syllables V/CV
			Student/Teacher	Activity	9780134906362	Unit 4 Week 2: p. 315	Spell Words with Open Syllables V/CV: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
Teacher Only	(Drop-down selection)						
Teacher Only	(Drop-down selection)						
<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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xxxvi) apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns</p>	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 273	Spell Words with Closed Syllables VC/V
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 209	Entire Page
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 315	Spell Words with Open Syllables V/CV
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 210	Entire Page
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
Teacher Only	(Drop-down selection)						

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 selection)			
(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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(xxxvii) demonstrate spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 273	Spell Words with Closed Syllables VC/V
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 273	Spell Words with Closed Syllables VC/V: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 2: p. 543	Spelling Words with Double Consonants
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 315	Spell Words with Open Syllables VC/V
			Student/Teacher	Activity	9780134906362	Unit 5 Week 2: p. 543	Spelling Words with Double Consonants: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling words with silent letters such as knife and gnat; (iii) spelling compound words, contractions, and common abbreviations; (iv) spelling multisyllabic words with multiple sound-spelling patterns; (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(xxxviii) apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word	Student/Teacher	Narrative	9780134906362	Unit 4 Week 5: p. 410	Syllable Patterns VCCV, top of page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 5: p. 411	Syllable Pattern VCCV
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 2: p. 543	Spelling Words with Double Consonants
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 315	Spell Words with Open Syllables V/CV
			Student/Teacher	Activity	9780134906362	Additional Practice: Spelling, p. 209	Entire Page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

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 selection)			
			Teacher Only	(Drop-down selection)			
<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> <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with silent letters such as knife and gnat;</p> <p>(iii) spelling compound words, contractions, and common abbreviations;</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</p> <p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xxxix) demonstrate spelling knowledge by spelling words with prefixes, including un-</p>	Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 403	Spell Words with Prefixes un-, re-, pre-, dis-
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 403	Spell Words with Prefixes un-, re-, pre-, dis-: My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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> <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with silent letters such as knife and gnat;</p> <p>(iii) spelling compound words, contractions, and common abbreviations;</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and</p> <p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xi) demonstrate spelling knowledge by spelling words with prefixes, including re-</p>	Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 403	Spell Words with Prefixes un-, re-, pre-, dis-
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 403	Spell Words with Prefixes un-, re-, pre-, dis-: My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xii) demonstrate spelling knowledge by spelling words with prefixes, including dis-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 403</p>	<p>Spell Words with Prefixes un-, re-, pre-, dis-</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 403</p>	<p>Spell Words with Prefixes un-, re-, pre-, dis-: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xlii) demonstrate spelling knowledge by spelling words with inflectional endings, including -s</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 189</p>	<p>Spell Words with -s, -es, -ed, -ing</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 189</p>	<p>Spell Words with -s, -es, -ed, -ing: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xl) demonstrate spelling knowledge by spelling words with inflectional endings, including -es</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 189</p>	<p>Spell Words with -s, -es, -ed, -ing</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 189</p>	<p>Spell Words with -s, -es, -ed, -ing: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xli) demonstrate spelling knowledge by spelling words with inflectional endings, including -ed</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 189</p>	<p>Spell Words with -s, -es, -ed, -ing</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 189</p>	<p>Spell Words with -s, -es, -ed, -ing: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xlv) demonstrate spelling knowledge by spelling words with inflectional endings, including -ing</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 189</p>	<p>Spell Words with -s, -es, -ed, -ing</p>					
								Student/Teacher	Activity	9780134906362	Unit 1 Week 5: p. 189	Spell Words with -s, -es, -ed, -ing: My Turn
								Student/Teacher	(Drop-down selection)			
								Student/Teacher	(Drop-down selection)			
								Student/Teacher	(Drop-down selection)			
								Teacher Only	Narrative			
								Teacher Only	Activity			
								Teacher Only	(Drop-down selection)			
								Teacher Only	(Drop-down selection)			
								Teacher Only	(Drop-down selection)			
<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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xlvi) demonstrate spelling knowledge by spelling words with inflectional endings, including -er</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 2: p. 89</p>	<p>Spell Words with Comparative Endings</p>					
								Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 89	Spell Words with Comparative Endings: My Turn
								Student/Teacher	(Drop-down selection)			
								Student/Teacher	(Drop-down selection)			
								Student/Teacher	(Drop-down selection)			
								Teacher Only	Narrative			
								Teacher Only	Activity			
								Teacher Only	(Drop-down selection)			
								Teacher Only	(Drop-down selection)			
								Teacher Only	(Drop-down selection)			

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 one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xlvii) demonstrate spelling knowledge by spelling words with inflectional endings, including -est</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 2: p. 89</p>	<p>Spell Words with Comparative Endings</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 3 Week 2: p. 89</p>	<p>Spell Words with Comparative Endings: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xlviii) apply spelling knowledge by spelling words with prefixes, including un-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 403</p>	<p>Spell Words with Prefixes un-, re-, pre-, dis-</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 212</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(xix) apply spelling knowledge by spelling words with prefixes, including re-</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 403</p>	<p>Spell Words with Prefixes un-, re-, pre-, dis-</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 212</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(l) apply spelling knowledge by spelling words with prefixes, including dis-</p>	<p>Student/Teacher</p>	<p>Narrative</p>
<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 212</p>	<p>Entire Page</p>								
<p>Student/Teacher</p>	<p>(Drop-down selection)</p>											
<p>Student/Teacher</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>Narrative</p>											
<p>Teacher Only</p>	<p>Activity</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(ii) apply spelling knowledge by spelling words with inflectional endings, including -s</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 189</p>	<p>Spell Words with -s, -es, -ed, -ing</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 27</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(iii) apply spelling knowledge by spelling words with inflectional endings, including -es</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 189</p>	<p>Spell Words with -s, -es, -ed, -ing</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 27</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(liii) apply spelling knowledge by spelling words with inflectional endings, including -ed</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 1 Week 5: p. 189</p>	<p>Spell Words with -s, -es, -ed, -ing</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 27</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(liiv) apply spelling knowledge by spelling words with inflectional endings, including -ing</p>	<p>Student/Teacher</p>	<p>Narrative</p>
<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 27</p>	<p>Entire Page</p>								
<p>Student/Teacher</p>	<p>(Drop-down selection)</p>											
<p>Student/Teacher</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>Narrative</p>											
<p>Teacher Only</p>	<p>Activity</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</p>											
<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(iv) apply spelling knowledge by spelling words with inflectional endings, including -er</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 2: p. 89</p>	<p>Spell Words with Comparative Endings</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 148</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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>(C) demonstrate and apply spelling knowledge by:                      (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;                      (ii) spelling words with silent letters such as knife and gnat;                      (iii) spelling compound words, contractions, and common abbreviations;                      (iv) spelling multisyllabic words with multiple sound-spelling patterns;                      (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and                      (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p>	<p>(iv) apply spelling knowledge by spelling words with inflectional endings, including -est</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 2: p. 89</p>	<p>Spell Words with Comparative Endings</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Additional Practice: Spelling, p. 148</p>	<p>Entire Page</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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>(D) alphabetize a series of words and use a dictionary or glossary to find words</p>	<p>(i) alphabetize a series of words</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 4: p. 153	Spell Words with ch, sh, wh, th, ph, tch: Instruction
			Student/Teacher	Activity	9780134906362	Unit 1 Week 4: p. 153	Spell Words with Ch, sh, wh, th, ph, tch: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 5: p. 439	Spell Words with Syllable Pattern VCCV
			Student/Teacher	Activity	9780134906362	Unit 4 Week 5: p. 439	Spell Words with Syllable Pattern VCCV: My Turn
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<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>(D) alphabetize a series of words and use a dictionary or glossary to find words</p>	<p>(ii) use a dictionary or glossary to find words</p>	Student/Teacher	Narrative	9780134906362	Vol. 1, p. 430	How to Use a Glossary
			Student/Teacher	Activity	9780134906362	Vol. 1, p. 430	How to Use a Glossary: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Vol. 2, p. 680	How to Use a Glossary
			Student/Teacher	Activity	9780134906362	Vol. 2, p. 680	How to Use a Glossary: Turn and Talk
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<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>(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters</p>	<p>(i) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters</p>	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 240	My Words to Know: Turn and Talk
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 240	My Words to Know: Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(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:</p>	<p>(A) use print or digital resources to determine meaning and pronunciation of unknown words</p>	<p>(i) use print or digital resources to determine meaning of unknown words</p>	Student/Teacher	Narrative	9780134906362	Vol. 1, p. 430	How to Use a Glossary
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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	9780134906362	Vol. 1, p. 430	How to Use a Glossary: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Vol. 2, p. 680	How to Use a Glossary
			Student/Teacher	Activity	9780134906362	Vol. 2, p. 680	How to Use a Glossary: Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 print or digital resources to determine meaning and pronunciation of unknown words	(ii) use print or digital resources to determine pronunciation of unknown words	Student/Teacher	Narrative	9780134906362	Vol. 1, p. 430	How to Use a Glossary
			Student/Teacher	Activity	9780134906362	Vol. 1, p. 430	How to Use a Glossary: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Vol. 2, p. 680	How to Use a Glossary
			Student/Teacher	Activity	9780134906362	Vol. 2, p. 680	How to Use a Glossary: Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 context within and beyond a sentence to determine the meaning of unfamiliar words	(i) use context within a sentence to determine the meaning of unfamiliar words	Student/Teacher	Narrative	9780134906362	Unit 1 Week 3: p. 121	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 1 Week 3: p. 121	Academic Vocabulary: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 3: p. 579	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 5 Week 3: p. 579	Academic Vocabulary: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 context within and beyond a sentence to determine the meaning of unfamiliar words	(ii) use context beyond a sentence to determine the meaning of unfamiliar words	Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 327	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 1 Week 2: p. 65	Vocabulary in Context
			Student/Teacher	Narrative	9780134906362	Unit 1 Week 2: p. 65	Vocabulary in Context
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 268	Vocabulary in Context
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 3: p. 131	Academic Vocabulary
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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:	(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(i) identify the meaning of words with [the affix] un-	Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 401	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 401	Academic Vocabulary: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 366	Prefixes un-, re-, pre-, dis-
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 366	Prefixes un-, re-, pre-, dis-: Turn and Talk
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 367	Prefixes un-, re-, pre-, dis-: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(ii) identify the meaning of words with [the affix] re-	Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 621	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 5 Week 4: p. 621	Academic Vocabulary: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 366	Prefixes un-, re-, pre-, dis-
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 366	Prefixes un-, re-, pre-, dis-: Turn and Talk
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 367	Prefixes un-, re-, pre-, dis-: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(iii) identify the meaning of words with [the affix] -ly	Student/Teacher	Narrative	9780134906362	Unit 1 Week 4: p. 151	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 1 Week 4: p. 151	Academic Vocabulary: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 322	Develop Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 2 Week 3: p. 322	Develop Vocabulary: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(iv) identify the meaning of words with [the affix] -er (comparative)	Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 316	Comparative and Superlative Adjectives
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 52	Comparative Endings: My Turn, Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 52	Comparative Endings
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			

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 selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(v) identify the meaning of words with [the affix] -est (superlative)	Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 316	Comparative and Superlative Adjectives
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 52	Comparative Endings: My Turn, Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 52	Comparative Endings
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(vi) identify the meaning of words with [the affix] -ion	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 271	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 271	Academic Vocabulary: My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(vii) identify the meaning of words with [the affix] -ion	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 271	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 271	Academic Vocabulary: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 4: p. 165	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 3 Week 4: p. 165	Academic Vocabulary: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(viii) identify the meaning of words with [the affix] -sion	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 271	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 271	Academic Vocabulary: My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			

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 selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(ix) use words with [the affix] -un	Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 401	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 366	Prefixes un-, re-, pre-, dis-: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 366	Prefixes un-, re-, pre-, dis-
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 401	Academic Vocabulary: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(x) use words with [the affix] re-	Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 621	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 5 Week 4: p. 621	Academic Vocabulary: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 366	Prefixes un-, re-, pre-, dis-
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 366	Prefixes un-, re-, pre-, dis-: Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(xi) use words with [the affix] -ly	Student/Teacher	Narrative	9780134906362	Unit 1 Week 4: p. 151	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 1 Week 4: p. 151	Academic Vocabulary: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 322	Develop Vocabulary
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(xii) use words with [the affix] -er (comparative)	Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 316	Comparative and Superlative Adjectives
			Student/Teacher	Activity	9780134906362	Unit 4 Week 2: p. 316	Comparative and Superlative Adjectives: 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	9780134906362	Unit 3 Week 2: p. 52	Comparative Endings
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 52	Comparative Endings: Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(xiii) use words with [the affix] -est (superlative)	Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 316	Comparative and Superlative Adjectives
			Student/Teacher	Activity	9780134906362	Unit 4 Week 2: p. 316	Comparative and Superlative Adjectives: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 52	Comparative Endings
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 52	Comparative Endings: Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(xiv) use words with [the affix] -ion	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 271	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 271	Academic Vocabulary: My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(xv) use words with [the affix] -tion	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 271	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 271	Academic Vocabulary: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 4: p. 165	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 3 Week 4: p. 165	Academic Vocabulary: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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:	(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion	(xvi) use words with [the affix] -sion	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 271	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 271	Academic Vocabulary: My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(i) identify antonyms	Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 87	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 87	Academic Vocabulary: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 313	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 4 Week 2: p. 313	Academic Vocabulary: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(ii) identify synonyms	Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 87	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 1 Week 2: p. 65	Vocabulary in Context
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 268	Vocabulary in Context
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 87	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 268	Vocabulary in Context
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(iii) identify idioms	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 272	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 272	Read Like a Writer, Write for a Reader: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 402	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 402	Read Like a Writer, Write for a Reader: My Turn
			Student/Teacher	(Drop-down selection)			
			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 selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(iv) identify homographs	Student/Teacher	Narrative	9780134906362	Unit 5 Week 1: p. 468	Homographs
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 468	Homographs: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 1: p. 469	Homographs
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 469	Homographs: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(v) use antonyms	Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 87	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 87	Academic Vocabulary: My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(vi) use synonyms	Student/Teacher	Narrative	9780134906362	Unit 5 Week 2: p. 541	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 5 Week 2: p. 541	Academic Vocabulary: My Turn
			Student/Teacher	Activity	9780134906362	Unit 1 Week 2: p. 65	Vocabulary in Context
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(vii) use idioms	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 272	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 272	Read Like a Writer, Write for a Reader: Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			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 selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(viii) use homographs	Student/Teacher	Narrative	9780134906362	Unit 5 Week 1: p. 468	Homographs
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 468	Homographs: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 1: p. 469	Homographs
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 469	Homographs: Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(ix) explain the meaning of antonyms in context	Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 87	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 87	Academic Vocabulary: My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(x) explain the meaning of synonyms in context	Student/Teacher	Narrative	9780134906362	Unit 1 Week 2: p. 65	Vocabulary in Context
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 268	Vocabulary in Context
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 2: p. 541	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 1 Week 2: p. 65	Vocabulary in Context
			Student/Teacher	Activity	9780134906362	Unit 5 Week 2: p. 541	Academic Vocabulary
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(xi) explain the meaning of idioms in context	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 272	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 272	Read Like a Writer, Write for a Reader: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 402	Read Like a Writer, Write for a Reader

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	9780134906362	Unit 4 Week 4: p. 402	Read Like a Writer, Write for a Reader: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context	(xii) explain the meaning of homographs in context	Student/Teacher	Narrative	9780134906362	Unit 5 Week 1: p. 468	Homographs
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 468	Homographs: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 1: p. 469	Homographs
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 469	Homographs: My Turn, Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 1 Week 2: p. 58	Be a Fluent Reader
			Student/Teacher	Activity	9780134906362	Unit 1 Week 2: p. 77	Fluency
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 284	Be a Fluent Reader
			Student/Teacher	Activity	9780134906362	Unit 4 Week 2: p. 307	Fluency
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 2 Week 5: p. 384	Be a Fluent Reader
			Student/Teacher	Activity	9780134906362	Unit 2 Week 5: p. 401	Fluency
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 634	Be a Fluent Reader
			Student/Teacher	Activity	9780134906362	Unit 5 Week 5: p. 651	Fluency
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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>(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.</p>	<p>[A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>	<p>(iii) use appropriate fluency (prosody) when reading grade-level text</p>	Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 56	Be a Fluent Reader
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 81	Fluency
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 284	Be a Fluent Reader
			Student/Teacher	Activity	9780134906362	Unit 4 Week 2: p. 307	Fluency
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(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 read independently for a sustained period of time.</p>	<p>[A] self-select text and read independently for a sustained period of time</p>	<p>(i) self-select text</p>	Student/Teacher	Narrative	9780134906362	Unit 1 p. 10	Independent Reading
			Student/Teacher	Activity	9780134906362	Unit 1 pp. 10-11	Independent Reading: My Reading Log
			Student/Teacher	Narrative	9780134906362	Unit 2 p. 212	Independent Reading
			Student/Teacher	Activity	9780134906362	Unit 2 pp. 212-213	Independent Reading: My Reading Log
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(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 read independently for a sustained period of time.</p>	<p>[A] self-select text and read independently for a sustained period of time</p>	<p>(ii) read independently for a sustained period of time</p>	Student/Teacher	Narrative	9780134906362	Unit 1 p. 10	Independent Reading
			Student/Teacher	Activity	9780134906362	Unit 3 pp. 12-13	Independent Reading, My Reading Log
			Student/Teacher	Narrative	9780134906362	Unit 4 p. 233	Independent Reading
			Student/Teacher	Activity	9780134906362	Unit 4 pp. 232-233	Independent Reading, My Reading Log
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(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:</p>	<p>(A) establish purpose for reading assigned and self-selected texts</p>	<p>(i) establish purpose for reading assigned texts</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 3: p. 96	Establish a Purpose
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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	9780134906362	Unit 3 Week 3: p. 100	Establish a Purpose
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 296	Establish a Purpose
			Student/Teacher	Activity	9780134906362	Unit 4 Week 3: p. 326	Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(ii) establish purpose for reading self-selected texts	Student/Teacher	Narrative	9780134906362	Unit 1 p. 10	Independent Reading
			Student/Teacher	Activity	9780134906362	Unit 1 pp. 10-11	Independent Reading and Reading Log
			Student/Teacher	Narrative	9780134906362	Unit 2 p. 212	Independent Reading
			Student/Teacher	Activity	9780134906362	Unit 2 pp. 212-213	Independent Reading and Reading Log
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(i) generate questions about text before reading to deepen understanding	Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: p. 247	Ask and Answer Questions
			Student/Teacher	Activity	9780134906362	Unit 2 Week 1: p. 224	First Read
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 269	Ask and Answer Questions
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 244	First Read
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(ii) generate questions about text during reading to deepen understanding	Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: p. 247	Ask and Answer Questions
			Student/Teacher	Activity	9780134906362	Unit 2 Week 1: p. 229	Close Read: Ask and Answer Questions
			Student/Teacher	Narrative	9780134906362	Unit 1 Week 2: p. 81	Close Read: Ask and Answer Questions
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 249	Close Read: Ask and Answer Questions
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 263	Close Read: Ask and Answer Questions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

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 selection)			
			Teacher Only	(Drop-down selection)			
(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	(iii) generate questions about text after reading to deepen understanding	Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: p. 247	Ask and Answer Questions
			Student/Teacher	Activity	9780134906362	Unit 1 Week 2: p. 81	Close Read: Ask and Answer Question
			Student/Teacher	Activity	9780134906362	Unit 2 Week 1: p. 247	Ask and Answer Questions
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 269	Ask and Answer Questions
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(iv) generate questions about text before reading to gain information	Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: p. 247	Ask and Answer Questions
			Student/Teacher	Activity	9780134906362	Unit 2 Week 1: p. 224	First Read
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 244	First Read
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(v) generate questions about text during reading to gain information	Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: p. 247	Ask and Answer Questions
			Student/Teacher	Activity	9780134906362	Unit 2 Week 1: p. 229	Close Read: Ask and Answer Question
			Student/Teacher	Activity	9780134906362	Unit 2 Week 1: p. 235	Close Read: Ask and Answer Question
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 249	Close Read: Ask and Answer Question
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(vi) generate questions about text after reading to gain information	Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: p. 247	Ask and Answer Questions
			Student/Teacher	Activity	9780134906362	Unit 2 Week 1: p. 247	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	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(i) make predictions using text features	Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 281	Make and Confirm Predictions
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 281	My Turn
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 264	First Read
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(ii) make predictions using characteristics of genre	Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 185	Make and Confirm Predictions
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 399	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 399	Make and Confirm Predictions
			Student/Teacher	Activity	9780134906362	Unit 1 Week 5: p. 185	My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(iii) make predictions using structures	Student/Teacher	Narrative	9780134906362	Unit 5 Week 3: p. 577	Make and Confirm Predictions
			Student/Teacher	Activity	9780134906362	Unit 5 Week 3: p. 561	Close Read: Confirm or Adjust Predictions
			Student/Teacher	Activity	9780134906362	Unit 5 Week 3: p. 577	My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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	(iv) correct or confirm predictions using text features	Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 281	Make and Confirm Predictions
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 399	My Turn
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 382	Close Read: Confirm or Adjust Predictions
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 389	Close Read: Confirm or Adjust Predictions
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 274	Close Read: Confirm or Adjust Predictions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(v) correct or confirm predictions using characteristics of genre	Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 185	Make and Confirm Predictions
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 399	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 399	Make and Confirm Predictions
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(vi) correct or confirm predictions using structures	Student/Teacher	Narrative	9780134906362	Unit 5 Week 3: p. 577	Make and Confirm Predictions
			Student/Teacher	Activity	9780134906362	Unit 5 Week 3: p. 577	My Turn
			Student/Teacher	Activity	9780134906362	Unit 5 Week 3: p. 561	Close Read: Confirm or Adjust Predictions
			Student/Teacher	Activity	9780134906362	Unit 5 Week 3: p. 565	Close Read: Confirm or Adjust Predictions
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(i) create mental images to deepen understanding	Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 325	Visualize Details
			Student/Teacher	Activity	9780134906362	Unit 2 Week 3: p. 325	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	9780134906362	Unit 3 Week 3: p. 129	Visualize Details
			Student/Teacher	Activity	9780134906362	Unit 3 Week 3: p. 129	My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(i) make connections to personal experiences	Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 85	Make Connections
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 85	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 619	Make Connections
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 311	Make Connections
			Student/Teacher	Activity	9780134906362	Unit 5 Week 4: p. 619	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(ii) make connections to ideas in other texts	Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 85	Make Connections
			Student/Teacher	Activity	9780134906362	Unit 3 Week 4: p. 163	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 619	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 311	Make Connections
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 85	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(iii) make connections to society	Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 85	Make Connections
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 85	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 619	Make Connections
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 311	Make Connections
			Student/Teacher	Activity	9780134906362	Unit 4 Week 2: p. 311	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			



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 selection)			
			Teacher Only	(Drop-down selection)			
(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	(i) make inferences to support understanding	Student/Teacher	Narrative	9780134906362	Unit 2 Week 4: p. 369	Make Inferences
			Student/Teacher	Activity	9780134906362	Unit 2 Week 4: p. 369	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 5: p. 205	Make Inferences
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 655	Make Inferences
			Student/Teacher	Activity	9780134906362	Unit 3 Week 5: p. 205	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(ii) use evidence to support understanding	Student/Teacher	Narrative	9780134906362	Unit 2 Week 4: p. 369	Make Inferences
			Student/Teacher	Activity	9780134906362	Unit 2 Week 4: p. 369	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 5: p. 205	Make Inferences
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 655	Make Inferences
			Student/Teacher	Activity	9780134906362	Unit 3 Week 5: p. 205	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 read to determine key ideas	(i) evaluate details read to determine key ideas	Student/Teacher	Narrative	9780134906362	Unit 2 Week 5: p. 405	Determine Key Ideas
			Student/Teacher	Activity	9780134906362	Unit 2 Week 5: p. 405	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 1: p. 41	Determine Key Ideas
			Student/Teacher	Activity	9780134906362	Unit 3 Week 1: p. 41	My Turn
			Student/Teacher	Activity	9780134906362	Unit 3 Week 1: p. 31	Close Read: Determine Key Ideas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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>(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:</p>	(H) synthesize information to create new understanding	(i) synthesize information to create new understanding	Student/Teacher	Narrative	9780134906362	Unit 4 Week 3: p. 355	Create New Understandings
			Student/Teacher	Activity	9780134906362	Unit 4 Week 3: p. 355	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 2: p. 539	Create New Understandings
			Student/Teacher	Activity	9780134906362	Unit 5 Week 2: p. 539	My Turn
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(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:</p>	(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	Student/Teacher	Narrative	9780134906362	Unit 4 Week 5: p. 435	Monitor Comprehension
			Student/Teacher	Activity	9780134906362	Unit 4 Week 5: p. 435	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 1: p. 497	Monitor Comprehension
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 478	Close Read: Monitor Comprehension
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 497	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(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:</p>	(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	Student/Teacher	Narrative	9780134906362	Unit 4 Week 5: p. 435	Monitor Comprehension
			Student/Teacher	Activity	9780134906362	Unit 4 Week 5: p. 435	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 1: p. 497	Monitor Comprehension
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 478	Close Read: Monitor Comprehension
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 497	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(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:</p>	(A) describe personal connections to a variety of sources	(i) describe personal connections to a variety of sources	Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 312	Reflect and Share: Write to Sources
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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	9780134906362	Unit 4 Week 5: p. 436	Talk About It
			Student/Teacher	Activity	9780134906362	Unit 3 Week 4: p. 139	Quick Write
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 that demonstrate an understanding of the text	(i) write brief comments on literary or informational texts that demonstrate an understanding of the text	Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 86	Focus on One Idea
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 86	Write to Sources
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 2: p. 540	Paraphrase Texts
			Student/Teacher	Activity	9780134906362	Unit 4 Week 2: p. 312	Write to Sources
			Student/Teacher	Activity	9780134906362	Unit 5 Week 2: p. 540	Write to Sources
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 1 Week 1: p. 43	Use Text Evidence
			Student/Teacher	Activity	9780134906362	Unit 1 Week 1: p. 43	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: p. 214	Turn and Talk
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 215	My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and paraphrase texts in ways that maintain meaning and logical order	(i) retell texts in ways that maintain meaning	Student/Teacher	Narrative	9780134906362	Unit 3 Week 3: p. 95	Turn and Talk
			Student/Teacher	Activity	9780134906362	Unit 3 Week 3: p. 95	Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 400	Retell a Text
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 400	Write to Sources
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 selection)			
(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 and paraphrase texts in ways that maintain meaning and logical order	(ii) retell texts in ways that maintain logical order	Student/Teacher	Narrative	9780134906362	Unit 3 Week 3: p. 95	Turn and Talk
			Student/Teacher	Activity	9780134906362	Unit 3 Week 3: p. 95	Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 400	Retell a Text
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 400	Write to Sources
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 and paraphrase texts in ways that maintain meaning and logical order	(iii) paraphrase texts in ways that maintain meaning	Student/Teacher	Narrative	9780134906362	Unit 2 Week 6: p. 425	Paraphrasing
			Student/Teacher	Activity	9780134906362	Unit 2 Week 6: p. 425	Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 2: p. 540	Paraphrase Texts
			Student/Teacher	Activity	9780134906362	Unit 5 Week 2: p. 540	Paraphrase Texts
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 and paraphrase texts in ways that maintain meaning and logical order	(iv) paraphrase texts in ways that maintain logical order	Student/Teacher	Narrative	9780134906362	Unit 5 Week 2: p. 540	Paraphrase Texts
			Student/Teacher	Activity	9780134906362	Unit 5 Week 2: p. 540	Paraphrase Texts
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 1 Week 4: p. 150	Write to Sources
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 365	Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			

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 selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 1, p. 13	Academic Vocabulary
			Student/Teacher	Activity	9780134906362	Unit 2 Week 6: p. 421	Use Academic Words: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 5 Week 6: p. 671	Use Academic Words: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 3 Week 5: p. 202	My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 3 Week 3: p. 130	Stay on Topic
			Student/Teacher	Activity	9780134906362	Unit 4 Week 3: p. 356	Reflect and Share: Talk About It
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 3: p. 356	Make Comments and Build on Ideas
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 3 Week 1: p. 40	Identify Theme
			Student/Teacher	Activity	9780134906362	Unit 3 Week 1: p. 40	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 3: p. 354	Determine Theme
			Student/Teacher	Activity	9780134906362	Unit 4 Week 3: p. 354	My Turn
			Student/Teacher	Activity	9780134906362	Unit 3 Week 1: p. 32	Identify Theme
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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>(B) describe the main character's (characters) internal and external traits</p>	<p>(i) describe the main character's (characters) internal traits</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 2: p. 80	Describe and Understand Characters
			Student/Teacher	Activity	9780134906362	Unit 1 Week 2: p. 80	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 4: p. 368	Describe and Understand Characters
			Student/Teacher	Activity	9780134906362	Unit 2 Week 4: p. 368	My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<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>(B) describe the main character's (characters) internal and external traits</p>	<p>(ii) describe the main character's (characters) external traits</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 2: p. 80	Describe and Understand Characters
			Student/Teacher	Activity	9780134906362	Unit 1 Week 2: p. 80	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 4: p. 368	Describe and Understand Characters
			Student/Teacher	Activity	9780134906362	Unit 2 Week 4: p. 368	My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<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 and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently</p>	<p>(i) describe plot elements, including the main events, for texts read aloud</p>	Student/Teacher	Narrative	9780134906362	Unit 5 Week 3: p. 576	Identify Elements of Drama
			Student/Teacher	Activity	9780134906362	Unit 2 Week 3: p. 324	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 296	Realistic Fiction
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 324	Understand Setting and Plot
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

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 and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently</p>	<p>(ii) describe plot elements, including the main events, for texts read independently</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 184	Describe and Understand Plot Elements
			Student/Teacher	Activity	9780134906362	Unit 1 Week 5: p. 184	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 296	Realistic Fiction
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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 and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently</p>	<p>(iii) describe plot elements, including the conflict, for texts read aloud</p>	Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 324	Understand Setting and Plot
			Student/Teacher	Activity	9780134906362	Unit 2 Week 4: p. 369	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 296	Realistic Fiction
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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 and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently</p>	<p>(iv) describe plot elements, including the conflict, for texts read independently</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 184	Describe and Understand Plot Elements
			Student/Teacher	Activity	9780134906362	Unit 1 Week 5: p. 184	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 296	Realistic Fiction
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently</p>	<p>(v) describe plot elements, including the resolution, for texts read aloud</p>	Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 324	Understand Setting and Plot
			Student/Teacher	Activity	9780134906362	Unit 2 Week 4: p. 369	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 296	Realistic Fiction
			Student/Teacher	Activity	9780134906362	Unit 2 Week 3: p. 324	My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<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 and understand plot elements, including the main events, the conflict, 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	9780134906362	Unit 1 Week 5: p. 184	Describe and Understand Plot Elements
			Student/Teacher	Activity	9780134906362	Unit 1 Week 5: p. 184	My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 296	Realistic Fiction
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<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 and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently</p>	<p>(vii) understand plot elements, including the main events, for texts read aloud</p>	Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 324	Understand Setting and Plot
			Student/Teacher	Activity	9780134906362	Unit 2 Week 3: p. 324	My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			



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 and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	(viii) understand plot elements, including the main events, for texts read independently	Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 184	Describe and Understand Plot Elements	
			Student/Teacher	Activity	9780134906362	Unit 1 Week 5: p. 184	My Turn	
			Student/Teacher	(Drop-down selection)				
			Student/Teacher	(Drop-down selection)				
			Student/Teacher	(Drop-down selection)				
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
(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 and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	(ix) understand plot elements, including the conflict, for texts read aloud	Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 324	Understand Setting and Plot	
			Student/Teacher	Activity	9780134906362	Unit 2 Week 4: p. 369	My Turn: My Inferences	
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 4: p. 369	Make Inferences	
			Student/Teacher	Activity	9780134906362	Unit 2 Week 3: p. 324	My Turn	
			Student/Teacher	(Drop-down selection)				
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
(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 and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	(x) understand plot elements, including the conflict, for texts read independently	Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 184	Describe and Understand Plot Elements	
			Student/Teacher	Activity	9780134906362	Unit 1 Week 5: p. 184	My Turn	
			Student/Teacher	(Drop-down selection)				
			Student/Teacher	(Drop-down selection)				
			Student/Teacher	(Drop-down selection)				
			Teacher Only	Narrative				
			Teacher Only	Activity				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				
			Teacher Only	(Drop-down selection)				

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 and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently</p>	<p>(xi) understand plot elements, including the resolution, for texts read aloud</p>	Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 324	Understand Setting and Plot
			Student/Teacher	Activity	9780134906362	Unit 2 Week 4: p. 369	My Turn
			Student/Teacher	Activity	9780134906362	Unit 2 Week 3: p. 324	My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<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 and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently</p>	<p>(xii) understand plot elements, including the resolution, for texts read independently</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 184	Describe and Understand Plot Elements
			Student/Teacher	Activity	9780134906362	Unit 1 Week 5: p. 184	My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<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 importance of the setting</p>	<p>(i) describe the importance of the setting</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 1: p. 20	Realistic Fiction
			Student/Teacher	Activity	9780134906362	Unit 1 Week 1: p. 20	Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 1 Week 1: p. 42	Describe and Understand Setting
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 324	Understand Setting and Plot
			Student/Teacher	Activity	9780134906362	Unit 1 Week 1: p. 42	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

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>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales</p>	<p>(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature</p>	Student/Teacher	Narrative	9780134906362	Unit 3 Week 1: p. 16-17	Entire spread
			Student/Teacher	Activity	9780134906362	Unit 3 Week 1: p. 22	Genre: Traditional Tales: Fables, Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 3: pp. 94-95	Weekly Launch: Telling a Story
			Student/Teacher	Activity	9780134906362	Unit 3 Week 3: p. 100	Genre: Traditional Tales: Folktales, Turn and Talk
			Student/Teacher	Activity	9780134906362	Unit 3 Week 3: p. 109	Close Read: Compare and Contrast Stories
			Teacher Only	Narrative			
			Teacher Only	Activity			
<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) explain visual patterns and structures in a variety of poems</p>	<p>(i) explain visual patterns in a variety of poems</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 4: p. 148	Close Read: Explain Patterns and Structures, top of page
			Student/Teacher	Activity	9780134906362	Unit 1 Week 4: p. 148	Explain Patterns and Structures: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: pp. 592-593	Genre: Poetry, Anchor Chart
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 618	Close Read: Explain Patterns and Structures
			Student/Teacher	Activity	9780134906362	Unit 5 Week 4: p. 594	First Read, Look
			Teacher Only	Narrative			
			Teacher Only	Activity			
<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) explain visual patterns and structures in a variety of poems</p>	<p>(ii) explain structures in a variety of poems</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 4: p. 148	Close Read: Explain Patterns and Structures, top of page
			Student/Teacher	Activity	9780134906362	Unit 1 Week 4: p. 148	Explain Patterns and Structures: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 622	Read Like a Writer, Write for a Reader
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: pp. 592-593	Genre: Poetry, Anchor Chart
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
	Teacher Only	(Drop-down selection)					
	Teacher Only	(Drop-down selection)					
	Teacher Only	(Drop-down selection)					

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>(C) discuss elements of drama such as characters, dialogue, and setting</p>	<p>(i) discuss elements of drama</p>	Student/Teacher	Narrative	9780134906362	Unit 5 Week 3: p. 554	Genre: Drama
			Student/Teacher	Activity	9780134906362	Unit 5 Week 3: p. 576	Identify Elements of Drama: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 3: p. 576	Close Read: Identify Elements of Drama, top of page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 3: p. 558	Close Read: Identify Elements of Drama
			Student/Teacher	Activity	9780134906362	Unit 5 Week 3: p. 554	Drama: Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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 graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly</p>	<p>(i) recognize characteristics of informational text, including the central idea with adult assistance</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 3: pp. 96-97	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 1 Week 3: p. 118	Identify Main Idea: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 1 Week 3: p. 118	Close Read: Identify Main Idea
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: pp. 634-635	Genre: Informational Text, Anchor Chart
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 654	Close Read: Identify Main Idea
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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 graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly</p>	<p>(ii) recognize characteristics of informational text, including supporting evidence with adult assistance</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 3: pp. 96-97	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 1 Week 3: p. 118	Identify Main Idea: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 1 Week 3: p. 119	Close Read: Use Text Evidence
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: pp. 634-635	Genre: Informational Text, Anchor Chart
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 654	Close Read: Identify Main Idea
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 selection)			
(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 graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(iii) recognize characteristics of informational text, including features to locate information	Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: pp. 262-263	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 280	Use Text Features and Graphics: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 280	Close Read: Use Text Features and Graphics
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 5: p. 404	Close Read: Use Text Features
			Student/Teacher	Activity	9780134906362	Unit 2 Week 5: p. 404	Use Text Features: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(iv) recognize characteristics of informational text, including features to gain information	Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 262	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 280	Use Text Features and Graphics: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 5: pp. 384-385	Genre: Informational Text, Anchor Chart
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 5: p. 404	Close Read: Use Text Features
			Student/Teacher	Activity	9780134906362	Unit 2 Week 5: p. 390	Close Read: Use Text Features
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(v) recognize characteristics of informational text, including graphics to locate information	Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 262	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 280	Use Text Features and Graphics: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 280	Close Read: Use Text Features and Graphics
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 5: pp. 384-385	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 2 Week 5: p. 404	Use Text Features: My Turn
			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 selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(vi) recognize characteristics of informational text, including graphics to gain information	Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 262	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 270	Close Read: Use Text Features
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 5: pp. 384-385	Genre: Informational Text, Anchor Chart
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 5: p. 404	Close Read: Use Text Features
			Student/Teacher	Activity	9780134906362	Unit 2 Week 5: p. 404	Use Text Features: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(vii) recognize characteristics of informational text, including organizational patterns	Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: pp. 222-223	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 2 Week 1: p. 230	Close Read: Identify Text Structure
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: p. 246	Close Read: Identify Text Structure
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 247	Close Read: Identify Text Structure
			Student/Teacher	Activity	9780134906362	Unit 2 Week 1: p. 232	Close Read: Identify Text Structure
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(viii) recognize structures of informational text, including the central idea with adult assistance	Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: pp. 634-635	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 1 Week 3: p. 118	Identify Main Idea: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 654	Close Read: Identify Main Idea
			Student/Teacher	Activity	9780134906362	Unit 5 Week 5: p. 654	Identify Main Idea: My Turn
			Student/Teacher	(Drop-down selection)			
			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 selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(ix) recognize structures of informational text, including supporting evidence with adult assistance	Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: pp. 634-635	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 1 Week 3: p. 106	Close Read: Use Text Evidence
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 654	Close Read: Identify Main Idea
			Student/Teacher	Activity	9780134906362	Unit 1 Week 3: p. 119	Use Text Evidence: My Turn
			Student/Teacher	Activity	9780134906362	Unit 5 Week 5: p. 654	Identify Main Idea: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(x) recognize structures of informational text, including features to locate information	Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 262-263	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 280	Use Text Features and Graphics: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 280	Close Read: Use Text Features and Graphics
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 5: pp. 384-385	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 2 Week 5: p. 390	Close Read: Use Text Features
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly	(xi) recognize structures of informational text, including features to gain information	Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 262-263	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 280	Use Text Features and Graphics: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 280	Close Read: Use Text Features and Graphics
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 5: pp. 384-385	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 2 Week 5: p. 390	Close Read: Use Text Features
			Student/Teacher	Activity	9780134906362	Unit 2 Week 5: p. 390	Close Read: Use Text Features

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 selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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 graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly</p>	<p>(xii) recognize structures of informational text, including graphics to locate information</p>	Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: pp. 262-263	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 280	Use Text Features and Graphics: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 280	Close Read: Use Text Features and Graphics
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 5: pp. 384-385	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 2 Week 5: p. 404	Use Text Features: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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 graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly</p>	<p>(xiii) recognize structures of informational text, including graphics to gain information</p>	Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: pp. 262-263	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 280	Use Text Features and Graphics: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 280	Close Read: Use Text Features and Graphics
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 5: pp. 384-385	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 2 Week 5: p. 404	Use Text Features: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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 graphics to locate and gain information; and (iii) organizational patterns such as chronological order and cause and effect stated explicitly</p>	<p>(xiv) recognize structures of informational text, including organizational patterns</p>	Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: pp. 222-223	Genre: Informational Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 268	Identify Text Structures: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 268	Close Read: Identify Text Structure
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 2: p. 542	Read Like a Writer, Write for a Reader, Cause and



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	9780134906362	Unit 4 Week 4: p. 398	Identify Text Structures: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, including: (i) stating what the author is trying to persuade the reader to think or do; and (ii) distinguishing facts from opinion	(i) recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do	Student/Teacher	Narrative	9780134906362	Unit 1 Week 6: p. 202	What Do YOU Think?
			Student/Teacher	Activity	9780134906362	Unit 1 Week 6: p. 202	Project Based Inquiry: Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 5: p. 434	Close Read: Understand Persuasive Text, top of page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 5: p. 434	Understand Persuasive Text: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, including: (i) stating what the author is trying to persuade the reader to think or do; and (ii) distinguishing facts from opinion	(ii) recognize characteristics of persuasive text, including distinguishing facts from opinion	Student/Teacher	Narrative	9780134906362	Unit 4 Week 5: pp. 414-415	Genre: Persuasive Text, Anchor Chart
			Student/Teacher	Activity	9780134906362	Unit 5 Week 6: p. 672	Project Based Inquiry: Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 6: p. 672	Project Based Inquiry: Collaborate and Discuss, Is That a Fact?
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 222	Project Based Inquiry: Collaborate and Discuss, H
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 5 Week 6: p. 673	Project Based Inquiry: Conduct research, Use Media to Research
			Student/Teacher	Activity	9780134906362	Unit 5 Week 6: p. 673	Project Based Inquiry: Use Media to Research, Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 6: p. 676	Project Based Inquiry : Extend Research, Make a Video or Record Your Infomercial
			Student/Teacher	Activity	9780134906362	Unit 5 Week 6: p. 676	Project Based Inquiry: Extend Research, Collaborate
			Student/Teacher	Activity	9780134906362	Unit 4 Week 6: p. 453	Project Based Inquiry: Conduct Research, Collaborate
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

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 selection)			
			Teacher Only	(Drop-down selection)			
(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	(ii) recognize characteristics of digital texts	Student/Teacher	Narrative	9780134906362	Unit 4 Week 6: p. 453	Project Based Inquiry: Conduct Research, Use a Web Site
			Student/Teacher	Activity	9780134906362	Unit 4 Week 6: p. 453	Conduct Research: Use a Web Site: Collaborate
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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:	(A) discuss the author's purpose for writing text	(i) discuss the author's purpose for writing text	Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 84	Close Read: Discuss Author's Purpose
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 84	Discuss Author's Purpose: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 4: p. 162	Close Read: Discuss Author's Purpose, top of page
			Student/Teacher	Activity	9780134906362	Unit 3 Week 4: p. 162	Discuss Author's Purpose: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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:	(B) discuss how the use of text structure contributes to the author's purpose	(i) discuss how the use of text structure contributes to the author's purpose	Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 84	Close Read: Discuss Author's Purpose
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 84	Discuss Author's Purpose: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 2: p. 542	Read Like a Writer, Write for a Reader
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 4: p. 162	Close Read: Discuss Author's Purpose, top of page
			Student/Teacher	Activity	9780134906362	Unit 3 Week 4: p. 162	Discuss Author's Purpose: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 the author's use of print and graphic features to achieve specific purposes	(i) discuss the author's use of print features to achieve specific purposes	Student/Teacher	Narrative	9780134906362	Unit 2 Week 5: p. 404	Close Read: Use Text Features
			Student/Teacher	Activity	9780134906362	Unit 2 Week 5: p. 404	Close Read: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 280	Close Read: Use Text Features and Graphics
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 280	Close Read: My Turn
			Student/Teacher Only	(Drop-down selection) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 the author's use of print and graphic features to achieve specific purposes	(ii) discuss the author's use of graphic features to achieve specific purposes	Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 310	Close Read: Use Text Features
			Student/Teacher	Activity	9780134906362	Unit 4 Week 2: p. 310	Use Text Features: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 5: p. 204	Close Read: Understand Text Features
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 280	Close Read: Use Text Features and Graphics
			Student/Teacher	Activity	9780134906362	Unit 4 Week 2: p. 304	Close Read: Use Text Features
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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 the use of descriptive, literal, and figurative language	(i) discuss the use of descriptive language	Student/Teacher	Narrative	9780134906362	Unit 2 Week 2: p. 284	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906362	Unit 2 Week 2: p. 284	Read Like a Writer, Write for a Reader: Turn and Talk
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 314	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906362	Unit 4 Week 2: p. 314	Read Like a Writer, Write For a Reader: Turn and
			Student/Teacher	(Drop-down selection) Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 selection)			
(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 the use of descriptive, literal, and figurative language	(ii) discuss the use of literal language	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 272	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 272	Read Like a Writer, Write For a Reader: Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 the use of descriptive, literal, and figurative language	(iii) discuss the use of figurative language	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 272	Read Like a Writer, Write for a Reader
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 272	Read Like a Writer, Write For a Reader: Turn and Talk, My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 402	Read Like a Writer, Write for a Reader: top of page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 402	Read Like a Writer, Write For a Reader: Turn and
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) identify the use of first or third person in a text	(i) identify the use of first or third person in a text	Student/Teacher	Narrative	9780134906362	Unit 4 Week 3: p. 358	Read Like a Writer, Write for a Reader: top of page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 3: p. 358	Read Like a Writer, Write For a Reader: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 370	Genre: Biography, top of page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 397	Check for Understanding: My Turn
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 370	Genre: Biography: Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 selection)			
(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:	(F) identify and explain the use of repetition	(i) identify the use of repetition	Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 618	Close Read: Explain Patterns and Structures
			Student/Teacher	Activity	9780134906362	Unit 5 Week 4: p. 618	Close Read: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 622	Read Like a Writer, Write for a Reader: top of page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 4: p. 622	Read Like a Writer, Write for a Reader: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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:	(F) identify and explain the use of repetition	(ii) explain the use of repetition	Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 618	Close Read: Explain Patterns and Structures
			Student/Teacher	Activity	9780134906362	Unit 5 Week 4: p. 618	Explain Patterns and Structures: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 622	Read Like a Writer, Write for a Reader: top of page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 4: p. 622	Read Like a Writer, Write for a Reader: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 drawing and brainstorming	(i) plan a first draft by generating ideas for writing	Student/Teacher	Narrative	9780134906362	Unit 3 Week 1: p. 48	Writing Workshop: Generate Ideas
			Student/Teacher	Activity	9780134906362	Unit 3 Week 1: p. 48	Writing Workshop: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: p. 254	Writing Workshop: Generate Ideas
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: p. 255	Writing Workshop: Plan Your List Article
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 1: p. 504	Writing Workshop: Generate Ideas
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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>(B) develop drafts into a focused piece of writing by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details</p>	<p>(i) develop drafts into a focused piece of writing by organizing with structure</p>	Student/Teacher	Narrative	9780134906362	Unit 2 Week 3: p. 332	Writing Workshop: Organize Details
			Student/Teacher	Activity	9780134906362	Unit 2 Week 3: p. 332	Writing Workshop: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 3: p. 361	Writing Workshop: Sequence of Events
			Student/Teacher	Activity	9780134906362	Unit 4 Week 3: p. 361	Writing Workshop: My Turn
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
<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>(B) develop drafts into a focused piece of writing by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details</p>	<p>(ii) develop drafts into a focused piece of writing by developing an idea with specific details</p>	Student/Teacher	Narrative	9780134906362	Unit 3 Week 1: p. 49	Writing Workshop: Plan Your Poem
			Student/Teacher	Activity	9780134906362	Unit 3 Week 1: p. 49	Writing Workshop: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 92	Writing Workshop: Sensory Details
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 92	Writing Workshop: My Turn
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
<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>(B) develop drafts into a focused piece of writing by: (i) organizing with structure; and (ii) developing an idea with specific and relevant details</p>	<p>(iii) develop drafts into a focused piece of writing by developing an idea with relevant details</p>	Student/Teacher	Narrative	9780134906362	Unit 3 Week 1: p. 49	Writing Workshop: Plan Your Poem
			Student/Teacher	Activity	9780134906362	Unit 3 Week 1: p. 49	Writing Workshop: Plan Your Poem
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<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>(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences</p>	<p>(i) revise drafts by adding, deleting, or rearranging words, phrases, or sentences</p>	Student/Teacher	Narrative	9780134906362	Unit 1 Week 4: p. 156	Writing Workshop: Revise Drafts by Adding Details
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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	9780134906362	Unit 1 Week 4: p. 156	Writing Workshop: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 1 Week 4: p. 157	Writing Workshop: Revise Drafts by Deleting Words
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 4: p. 169	Writing Workshop: Revise Drafts by Rearranging Words
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 626	Writing Workshop: Revise Drafts by Adding or Deleting Words
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(i) edit drafts using standard English conventions, including complete sentences with subject-verb agreement	Student/Teacher	Narrative	9780134906362	Unit 1 Week 2: p. 86	Language and Conventions: Subjects and Predicates, top of page
			Student/Teacher	Activity	9780134906362	Unit 1 Week 2: p. 86	Language and Conventions: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 4: p. 375	Writing Workshop: Complete Sentences with Subject-verb Agreement
			Student/Teacher	Narrative	9780134906362	Unit 1 Week 1: p. 48	Language and Conventions: Simple Sentences, to
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 4: p. 168	Language and Conventions: Subject-verb Agreement
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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, present, and future verb tense;                      (iii) singular, plural, common, and proper nouns;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including subjective, objective, and possessive cases;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;                      (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>(ii) edit drafts using standard English conventions, including past verb tense</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 2: p. 90</p>	<p>Language and Conventions: Verbs: Past Tense and Future Tense: top of page</p>
						<p>Unit 3 Week 2: p. 90</p>	<p>Language and Conventions: My Turn</p>
						<p>Unit 3 Week 3: p. 134</p>	<p>Language and Conventions: Irregular Verbs, top of page</p>
						<p>Unit 3 Week 4: p. 171</p>	<p>Writing Workshop: Edit for Past, Present, and Future</p>
						<p>Unit 3 Week 3: p. 134</p>	<p>Language and Conventions: My Turn</p>
						<p>Teacher Only</p>	<p>Narrative</p>
						<p>Teacher Only</p>	<p>Activity</p>
						<p>Teacher Only</p>	<p>(Drop-down selection)</p>
						<p>Teacher Only</p>	<p>(Drop-down selection)</p>
						<p>Teacher Only</p>	<p>(Drop-down selection)</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, present, and future verb tense;                      (iii) singular, plural, common, and proper nouns;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including subjective, objective, and possessive cases;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;                      (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>(iii) edit drafts using standard English conventions, including present verb tense</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 1: p. 46</p>	<p>Language and Conventions: Verbs: Present Tense, top of page</p>
						<p>Unit 3 Week 1: p. 46</p>	<p>Language and Conventions: My Turn</p>
						<p>Unit 3 Week 4: p. 171</p>	<p>Writing Workshop: Past, Present, and Future Tense Verbs, top of page</p>
						<p>Unit 3 Week 4: p. 171</p>	<p>Writing Workshop: My Turn</p>
						<p>Student/Teacher</p>	<p>(Drop-down selection)</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
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(iv) edit drafts using standard English conventions, including future verb tense	Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 90	Language and Conventions: Verbs: Past Tense and Future Tense: top of page
			Student/Teacher	Activity	9780134906362	Unit 3 Week 2: p. 90	Language and Conventions: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 4: p. 171	Writing Workshop: Past, Present, and Future Tense Verbs, top of page
			Student/Teacher	Activity	9780134906362	Unit 3 Week 4: p. 171	Writing Workshop: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(v) edit drafts using standard English conventions, including singular nouns	Student/Teacher	Narrative	9780134906362	Unit 3 Week 5: p. 211	Writing Workshop: Edit for Nouns, top of page
			Student/Teacher	Activity	9780134906362	Unit 2 Week 1: p. 252	Language and Conventions: Singular and Plural Nouns, 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	Activity	9780134906362	Unit 3 Week 5: p. 211	First My Turn
			Student/Teacher	Activity	9780134906362	Unit 2 Week 4: p. 376	Writing Workshop: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(vi) edit drafts using standard English conventions, including plural nouns	Student/Teacher	Narrative	9780134906362	Unit 2 Week 1: p. 252	Language and Conventions: Singular and Plural Nouns, top of page
			Student/Teacher	Activity	9780134906362	Unit 2 Week 1: p. 252	Language and Conventions: Singular and Plural Nouns, My Turn
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 4: p. 376	Writing Workshop: Nouns, top of page
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 5: p. 211	Writing Workshop: Edit for Nouns
			Student/Teacher	Activity	9780134906362	Unit 2 Week 4: p. 376	Writing Workshop: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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, present, and future verb tense;                      (iii) singular, plural, common, and proper nouns;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including subjective, objective, and possessive cases;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;                      (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>(vii) edit drafts using standard English conventions, including common nouns</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 3: p. 330</p>	<p>Language and Conventions: Common and Proper Nouns</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 3: p. 330</p>	<p>Language and Conventions: My Turn</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 4: p. 376</p>	<p>Writing Workshop: Nouns, top half of page</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 5: p. 211</p>	<p>Writing Workshop: Edit for Nouns</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 3 Week 5: p. 211</p>	<p>Writing Workshop: Edit for Nouns</p>
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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, present, and future verb tense;                      (iii) singular, plural, common, and proper nouns;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including subjective, objective, and possessive cases;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;                      (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>(viii) edit drafts using standard English conventions, including proper nouns</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 3: p. 330</p>	<p>Language and Conventions: Common and Proper Nouns</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 3: p. 330</p>	<p>Language and Conventions: My Turn</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 4: p. 376</p>	<p>Writing Workshop: Nouns, top half of page</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 5: p. 211</p>	<p>Writing Workshop: Edit for Nouns</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
			Student/Teacher	Activity	9780134906362	Unit 3 Week 5: p. 211	Writing Workshop: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(ix) edit drafts using standard English conventions, including adjectives, including articles	Student/Teacher	Narrative	9780134906362	Unit 3 Week 4: p. 170	Writing Workshop: Edit Adjectives, top half of page
			Student/Teacher	Activity	9780134906362	Unit 3 Week 4: p. 170	Writing Workshop: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 274	Language and Conventions: Adjectives and Adverbs
			Student/Teacher	Activity	9780134906362	Unit 4 Week 1: p. 274	Writing Workshop: Adjectives and Adverbs, My Tu
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) edit drafts using standard English conventions, including adverbs that convey time	Student/Teacher	Narrative	9780134906362	Unit 3 Week 5: p. 210	Language and Conventions: Adverbs, top half of page

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	9780134906362	Unit 3 Week 5: p. 210	Language and Conventions: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 625	Writing Workshop: Adverbs That Convey Time and Place, top of page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 4: p. 625	Writing Workshop: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xi) edit drafts using standard English conventions, including adverbs that convey place	Student/Teacher	Narrative	9780134906362	Unit 3 Week 5: p. 210	Language and Conventions: Adverbs, top half of page
			Student/Teacher	Activity	9780134906362	Unit 3 Week 5: p. 210	Language and Conventions: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 625	Writing Workshop: Adverbs That Convey Time and Place, top of page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 4: p. 625	Writing Workshop: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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, present, and future verb tense;                      (iii) singular, plural, common, and proper nouns;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including subjective, objective, and possessive cases;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;                      (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>(xii) edit drafts using standard English conventions, including prepositions</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 4: p. 377</p>	<p>Writing Workshop: Prepositions and Prepositional Phrases, top of page</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 3 Week 5: p. 212</p>	<p>Writing Workshop: My Turn</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 5: p. 212</p>	<p>Writing Workshop: Edit for Prepositions and Prepositional Phrases, top of page</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 1: p. 502</p>	<p>Language and Conventions: Prepositions and Prep</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 1: p. 502</p>	<p>Language and Conventions: My Turn</p>
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
						<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
						<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
						<p>Teacher Only</p>	<p>(Drop-down selection)</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, present, and future verb tense;                      (iii) singular, plural, common, and proper nouns;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including subjective, objective, and possessive cases;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;                      (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>(xiii) edit drafts using standard English conventions, including prepositional phrases</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 4: p. 377</p>	<p>Writing Workshop: Prepositions and Prepositional Phrases, top of page</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 3 Week 5: p. 212</p>	<p>Writing Workshop: My Turn</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 3 Week 5: p. 212</p>	<p>Writing Workshop: Edit for Prepositions and Prepositional Phrases, top of page</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 1: p. 502</p>	<p>Language and Conventions: Prepositions and Prep</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
			Student/Teacher	Activity	9780134906362	Unit 5 Week 1: p. 502	Language and Conventions: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xiv) edit drafts using standard English conventions, including pronouns, including subjective [case]	Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 404	Language and Conventions: Pronouns, top of page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 404	Language and Conventions: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 406	Writing Workshop: Edit for Pronouns, top of page
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 661	Writing Workshop: Edit for Pronouns, top of page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 406	Writing Workshop: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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, present, and future verb tense;                      (iii) singular, plural, common, and proper nouns;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including subjective, objective, and possessive cases;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;                      (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>(xv) edit drafts using standard English conventions, including pronouns, including objective [case]</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 406</p>	<p>Writing Workshop: Edit for Pronouns, top of page</p>					
								Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 404	Language and Conventions: My Turn
								Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 661	Writing Workshop: Edit for Pronouns, top of page
								Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 406	Writing Workshop: My Turn
								Student/Teacher	Activity	9780134906362	Unit 5 Week 5: p. 661	Writing Workshop: My Turn
								Teacher Only	Narrative			
								Teacher Only	Activity			
								Teacher Only	(Drop-down selection)			
								Teacher Only	(Drop-down selection)			
								Teacher Only	(Drop-down selection)			
<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, present, and future verb tense;                      (iii) singular, plural, common, and proper nouns;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including subjective, objective, and possessive cases;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;                      (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>(xvi) edit drafts using standard English conventions, including pronouns, including possessive [case]</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 404</p>	<p>Writing Workshop: Edit for Pronouns, top of page</p>					
								Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 404	Language and Conventions: My Turn
								Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 661	Writing Workshop: Edit for Pronouns, top of page
								Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 406	Writing Workshop: 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	Activity	9780134906362	Unit 5 Week 5: p. 661	Writing Workshop: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xvii) edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects	Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 407	Writing Workshop: Edit for Compound Subjects and Predicates, top of page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 407	Writing Workshop: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 624	Language and Conventions: Compound Subjects and Predicates, top of page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 4: p. 624	Language and Conventions: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xviii) edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates	Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 407	Writing Workshop: Edit for Compound Subjects and Predicates, top of page

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	9780134906362	Unit 4 Week 4: p. 407	Writing Workshop: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 4: p. 624	Language and Conventions: Compound Subjects and Predicates, top of page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 4: p. 624	Language and Conventions: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xix) edit drafts using standard English conventions, including capitalization of months	Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 405	Writing Workshop: Edit for Capitalization and Commas, top of page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 405	Writing Workshop: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 662	Writing Workshop: Edit for Capitalization, top of page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 5: p. 662	Writing Workshop: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xx) edit drafts using standard English conventions, including capitalization of days of the week	Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 405	Writing Workshop: Edit for Capitalization and Commas, top of page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 405	Writing Workshop: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 662	Writing Workshop: Edit for Capitalization, top of page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 5: p. 662	Writing Workshop: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxi) edit drafts using standard English conventions, including capitalization of the salutation of a letter	Student/Teacher	Narrative	9780134906362	Unit 4 Week 4: p. 405	Writing Workshop: Edit for Capitalization and Commas, top of page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 4: p. 405	Writing Workshop: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 662	Writing Workshop: Edit for Capitalization, top of page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 5: p. 662	Writing Workshop: My Turn
			Student/Teacher	(Drop-down selection)			
			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 selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxii) edit drafts using standard English conventions, including capitalization of the conclusion of a letter	Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: pp. 226-227	Project Based Inquiry: Write a Thank You Note, Edit
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 227	Project Based Inquiry: Edit, Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 662	Writing Workshop: Edit for Capitalization, top of page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 5: p. 662	Writing Workshop: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxiii) edit drafts using standard English conventions, including end punctuation	Student/Teacher	Narrative	9780134906362	Unit 1 Week 4: p. 154	Language and Conventions: Sentences and End Punctuation, top of page
			Student/Teacher	Activity	9780134906362	Unit 1 Week 4: p. 154	Language and Conventions: 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	9780134906362	Unit 1 Week 4: p. 155	Writing Workshop: End Punctuation and Apostrophes, top of page
			Student/Teacher	Activity	9780134906362	Unit 1 Week 4: p. 155	Writing Workshop: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxiv) edit drafts using standard English conventions, including apostrophes in contractions	Student/Teacher	Narrative	9780134906362	Unit 1 Week 4: p. 155	Writing Workshop: End Punctuation and Apostrophes, top of page)
			Student/Teacher	Activity	9780134906362	Unit 1 Week 4: p. 155	Writing Workshop: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 2: p. 544	Language and Conventions : Contractions, top of page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 2: p. 544	Language and Conventions: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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, present, and future verb tense;                      (iii) singular, plural, common, and proper nouns;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including subjective, objective, and possessive cases;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;                      (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>(xxv) edit drafts using standard English conventions, including commas with items in a series</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 2 Week 5: p. 411</p>	<p>Writing Workshop: Edit for Commas in a Series</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 2 Week 5: p. 411</p>	<p>Writing Workshop: My Turn</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 5 Week 3: p. 582</p>	<p>Language and Conventions: Commas in Sentences, top of page</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 5 Week 3: p. 582</p>	<p>Language and Conventions: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</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, present, and future verb tense;                      (iii) singular, plural, common, and proper nouns;                      (iv) adjectives, including articles;                      (v) adverbs that convey time and adverbs that convey place;                      (vi) prepositions and prepositional phrases;                      (vii) pronouns, including subjective, objective, and possessive cases;                      (viii) coordinating conjunctions to form compound subjects and predicates                      (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter;                      (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and                      (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>(xxvi) edit drafts using standard English conventions, including commas in dates</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 3: p. 360</p>	<p>Language and Conventions: Commas in Dates and Letters, top of page</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 3: p. 360</p>	<p>Language and Conventions: My Turn</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 405</p>	<p>Writing Workshop: Edit for Capitalization and Commas, top of page</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780134906362</p>	<p>Unit 4 Week 4: p. 405</p>	<p>Writing Workshop: My Turn</p>
								<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>Narrative</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
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxvii) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns	Student/Teacher	Narrative	9780134906362	Unit 4 Week 5: p. 442	Writing Workshop: Edit for Spelling, top of page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 5: p. 442	Writing Workshop: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 660	Language and Conventions: Spell Words Correctly, top of page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 5: p. 660	Language and Conventions: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxviii) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules	Student/Teacher	Narrative	9780134906362	Unit 4 Week 5: p. 442	Writing Workshop: Edit for Spelling, top of page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 5: p. 442	Writing Workshop: 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	9780134906362	Unit 2 Week 1: p. 251	Spell Contractions, First Paragraph
			Student/Teacher	Activity	9780134906362	Unit 5 Week 5: p. 660	Language and Conventions: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including articles; (v) adverbs that convey time and adverbs that convey place; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects and predicates (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter; (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxix) edit drafts using standard English conventions, including correct spelling of grade-appropriate high-frequency words	Student/Teacher	Narrative	9780134906362	Unit 4 Week 5: p. 442	Writing Workshop: Edit for Spelling, top of page
			Student/Teacher	Activity	9780134906362	Unit 4 Week 5: p. 442	Writing Workshop: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 660	Language and Conventions: Spell Words Correctly, top of page
			Student/Teacher	Activity	9780134906362	Unit 5 Week 5: p. 660	Language and Conventions: My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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:	(E) publish and share writing	(i) publish writing	Student/Teacher	Narrative	9780134906362	Unit 1 Week 3: p. 127	Writing Workshop: Digital Tools Authors Use
			Student/Teacher	Activity	9780134906362	Unit 1 Week 5: p. 193	Writing Workshop: Publish and Celebrate
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 5: p. 213	Writing Workshop: Publish and Celebrate
			Student/Teacher	Activity	9780134906362	Unit 2 Week 6: p. 428	Project Based Inquiry Celebrate and Reflect: Share
			Student/Teacher	Activity	9780134906362	Unit 3 Week 5: p. 213	Writing Workshop: Publish and Celebrate
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			



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:	(E) publish and share writing	(ii) share writing	Student/Teacher	Narrative	9780134906362	Unit 1 Week 5: p. 193	Writing Workshop: Publish and Celebrate
			Student/Teacher	Activity	9780134906362	Unit 1 Week 5: p. 193	Writing Workshop: Publish and Celebrate
			Student/Teacher	(Drop-down selection)	9780134906362	Unit 3 Week 5: p. 213	Writing Workshop: Publish and Celebrate
			Student/Teacher	Activity	9780134906362	Unit 2 Week 6: p. 428	Project Based Inquiry Celebrate and Reflect: Share
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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) compose literary texts, including personal narratives and poetry	(i) compose literary texts, including personal narratives	Student/Teacher	Narrative	9780134906362	Unit 4 Week 1: p. 275	Writing Workshop: Personal Narrative
			Student/Teacher	Activity	9780134906362	Unit 4 Week 2: p. 318	Writing Workshop: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 318	Writing Workshop: Personal Narrative
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 2: p. 319	Writing Workshop: Problem and Solution
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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) compose literary texts, including personal narratives and poetry	(ii) compose literary texts, including poetry	Student/Teacher	Narrative	9780134906362	Unit 3 Week 1: p. 49	Writing Workshop: Plan Your Poem
			Student/Teacher	Activity	9780134906362	Unit 3 Week 1: p. 49	Writing Workshop: Plan Your Poem: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 3: p. 136	Writing Workshop: Alliteration
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 2: p. 92	Writing Workshop: Poetry, Sensory Details
			Student/Teacher	Activity	9780134906362	Unit 3 Week 3: p. 136	Writing Workshop: My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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) compose informational texts, including procedural texts and reports	(i) compose informational texts, including procedural texts	Student/Teacher	Narrative	9780134906362	Unit 5 Week 1: p. 503	Writing Workshop: How-to Text
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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	9780134906362	Unit 5 Week 2: p. 546	Writing Workshop: Writing Precise Instructions, My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 2: p. 545	Writing Workshop: How to Write a Command
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 3: p. 583	Writing Workshop: Organize with Structure
			Student/Teacher	Activity	9780134906362	Unit 5 Week 3: p. 583	second My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) compose informational texts, including procedural texts and reports	(ii) compose informational texts, including reports	Student/Teacher	Narrative	9780134906362	Unit 3 Week 4: p. 164	Reflect and Share: Use Facts and Definitions
			Student/Teacher	Activity	9780134906362	Unit 3 Week 4: p. 164	Reflect and Share: Write to Sources
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 6: pp. 420–421	Project Based Inquiry: Activity, Tree Bark Research Plan
			Student/Teacher	Activity	9780134906362	Unit 2 Week 6: pp. 420–421	Project Based Inquiry: Activity, Fact sheet
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) compose correspondence such as thank you notes or letters	(i) compose correspondence	Student/Teacher	Narrative	9780134906362	Unit 1 Week 2: p. 82	Reflect and Share: Write to Sources, Write Correspondence
			Student/Teacher	Activity	9780134906362	Unit 1 Week 2: p. 82	Reflect and Share: Write to Sources
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 6: p. 456	Project Based Inquiry: Write a Letter, Revise
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: p. 224	Project Based Inquiry: Collaborate and Discuss: O
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: p. 226	Project Based Inquiry: Extend Research, Write a T
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 1 Week 6: p. 200	Project Based Inquiry: Inquire, Generate Questions
			Student/Teacher	Activity	9780134906362	Unit 1 Week 6: pp. 200-201	Project Based Inquiry: Generate Questions, Collaborate
			Student/Teacher	Activity	9780134906362	Unit 2 Week 6: pp. 420-421	Project Based Inquiry: Let's Read, Generate Questions
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			

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 selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 5 Week 4: p. 587	Weekly Launch: Weekly Question
			Student/Teacher	Activity	9780134906362	Unit 5 Week 4: p. 587	Weekly Launch: My Turn
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 5: p. 629	Weekly Launch: Quick Write
			Student/Teacher	Activity	9780134906362	Unit 5 Week 5: p. 629	Weekly Launch: Quick Write
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 5 Week 6: p. 671	Earth Change Research Plan
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 221	Project Based Inquiry: School Traditions Research Plan
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: pp. 220-221	Project Based Inquiry Activity, School Traditions Research Plan
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780134906362	Unit 1 Week 6: pp. 200-201	Project Based Inquiry: Inquire: Favorite Place Research Plan
			Student/Teacher	Activity	9780134906362	Unit 4 Week 6: p. 453	Project Based Inquiry: Use a Web Site, Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 2 Week 6: p. 421	Project Based Inquiry Prompt, Tree Bark Plan
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: pp. 220-221	Project Based Inquiry Activity, School Traditions R
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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	(i) identify relevant sources to answer the questions	Student/Teacher	Narrative	9780134906362	Unit 1 Week 6: p. 205	Project Based Inquiry: Primary or Secondary?
			Student/Teacher	Activity	9780134906362	Unit 1 Week 6: p. 205	Project Based Inquiry: second Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: p. 223	Project Based Inquiry: Search Online
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 223	Project Based Inquiry: Search Online, Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(ii) identify relevant information to answer the questions	Student/Teacher	Narrative	9780134906362	Unit 1 Week 6: p. 206	Project Based Inquiry: Include Media
			Student/Teacher	Activity	9780134906362	Unit 1 Week 6: p. 206	Project Based Inquiry: Include Media, Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: p. 223	Project Based Inquiry: Search Online
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 223	Project Based Inquiry : Search Online, Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(iii) gather relevant sources to answer the questions	Student/Teacher	Narrative	9780134906362	Unit 1 Week 6: p. 206	Project Based Inquiry: Include Media
			Student/Teacher	Activity	9780134906362	Unit 1 Week 6: p. 206	Project Based Inquiry: Include Media, Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: p. 223	Project Based Inquiry: Search Online
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 223	Project Based Inquiry: Search Online, Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	(iv) gather relevant information to answer the questions	Student/Teacher	Narrative	9780134906362	Unit 1 Week 6: p. 206	Project Based Inquiry: Include Media
			Student/Teacher	Activity	9780134906362	Unit 1 Week 6: p. 206	Project Based Inquiry: Include Media, 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	9780134906362	Unit 3 Week 6: p. 223	Project Based Inquiry: Search Online
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 223	Project Based Inquiry: Search Online, Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) identify primary and secondary sources	(i) identify primary sources	Student/Teacher	Narrative	9780134906362	Unit 1 Week 6: p. 205	Project Based Inquiry: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 1 Week 6: p. 205	Project Based Inquiry: Primary or Secondary? second Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: p. 225	Project Based Inquiry: Cite Sources
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 6: p. 455	Project Based Inquiry: Primary and Secondary Sources
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 225	Project Based Inquiry: Cite Source: Collaborate
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) identify primary and secondary sources	(ii) identify secondary sources	Student/Teacher	Narrative	9780134906362	Unit 1 Week 6: p. 205	Project Based Inquiry: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 1 Week 6: p. 205	Project Based Inquiry: Primary or Secondary? second Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: p. 225	Project Based Inquiry: Cite Sources
			Student/Teacher	Narrative	9780134906362	Unit 4 Week 6: p. 455	Project Based Inquiry: Primary and Secondary Sources
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 225	Project Based Inquiry: Cite Sources: Collaborate
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) demonstrate understanding of information gathered	(i) demonstrate understanding of information gathered	Student/Teacher	Narrative	9780134906362	Unit 2 Week 6: p. 423	Project Based Inquiry: Collaborate
			Student/Teacher	Activity	9780134906362	Unit 2 Week 6: p. 423	Project Based Inquiry: Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: p. 223	Project Based Inquiry: Search Online
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 223	Project Based Inquiry: Search Online, Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

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 selection)			
(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:	(F) cite sources appropriately	(i) cite sources appropriately	Student/Teacher	Narrative	9780134906362	Unit 3 Week 6: p. 225	Cite Sources
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 225	Project Based Inquiry Cite Sources: Collaborate
			Student/Teacher	Narrative	9780134906362	Unit 5 Week 6: p. 675	Cite Your Sources
			Student/Teacher	Activity	9780134906362	Unit 5 Week 6: p. 675	Project Based Inquiry: Cite Your Sources, Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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:	(G) 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	9780134906362	Unit 5 Week 6: p. 678	Project Based Inquiry Celebrate and Reflect: Share (Collaborate)
			Student/Teacher	Activity	9780134906362	Unit 3 Week 6: p. 228	Project Based Inquiry Celebrate and Reflect: Share (Collaborate)
			Student/Teacher	Activity	9780134906362	Unit 5 Week 6: p. 678	Project Based Inquiry Celebrate and Reflect: Share, Collaborate
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

<b>Proclamation 2019 Correlations to the English Language Proficiency Standards (ELPS): Student Material</b>	
<b>Subject</b>	<b>Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading</b>
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>
<b>Course</b>	<b>English Language Arts and Reading, Grade 2</b>
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Scott Foresman</b>
<b>Program Title</b>	<b>Texas myView Literacy - Online, Grade 2</b>
<b>Program ISBN</b>	<b>9780134906362</b>

**(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
<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>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>(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>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
<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>

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>(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>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>(iv) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers 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>(v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs</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>(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>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>(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>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>(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>

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>(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>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>(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>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>(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>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>(E) share information in cooperative learning interactions</p>	<p>(i) share information in cooperative learning interactions</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>(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>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>(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>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>(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>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>(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>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>(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>(iii) express 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>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>(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>

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>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(iii) explain 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>(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>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>(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>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>(iii) comprehend English vocabulary used routinely in written classroom materials</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>(iv) comprehend English language structures used routinely in written classroom materials</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>(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>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>(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>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>(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>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>(ii) use visual and contextual support to enhance and confirm understanding</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>(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>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>(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>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>(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>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>(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>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>(viii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language</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>(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>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>(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>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>(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>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>(iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs</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>(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>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>(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>(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>(i) write using newly acquired basic 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>(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>

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>(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>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>(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
<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>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>(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
<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>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>(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
<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>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

<b>Proclamation 2019 Correlations to the English Language Proficiency Standards (ELPS): Teacher Material</b>	
<b>Subject</b>	<b>Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading</b>
<b>Subchapter</b>	<b>Subchapter A. Elementary</b>
<b>Course</b>	<b>English Language Arts and Reading, Grade 2</b>
<b>Publisher</b>	<b>Pearson Education, Inc., publishing as Scott Foresman</b>
<b>Program Title</b>	<b>Texas myView Literacy - Online, Grade 2</b>
<b>Program ISBN</b>	<b>9780134906362</b>

**(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	9780134921792	Unit 1: Page T360	ELL Targeted Support
				9780134921792	Unit 3: Page T378	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	9780134921792	Unit 1: Page T360	ELL Targeted Support
				9780134921792	Unit 3: Page T378	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>(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>(B) monitor oral and written language production and employ self-corrective techniques or other resources</p>	<p>(i) monitor oral language production and employ self-corrective techniques or other resources</p>	<p>T: K-12</p>	9780134921792	Unit 1: Page T394	ELL Targeted Support
				9780134921792	Unit 3: Page T412	ELL Targeted Support
				9780134921792	Unit 3: Page T412	ELL Targeted Support
<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>(B) monitor oral and written language production and employ self-corrective techniques or other resources</p>	<p>(ii) monitor written language production and employ self-corrective techniques or other resources</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>(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary</p>	<p>(i) use strategic learning techniques to acquire basic and grade-level vocabulary</p>	<p>T: K-12 S: 6-12</p>	9780134921792	Unit 2: Page T189	ELL Targeted Support
				9780134921792	Unit 5: Page T407	ELL Targeted Support
				9780134921792	Unit 5: Page T407	ELL Targeted Support
<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>(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)</p>	<p>(i) speak using learning strategies</p>	<p>T: K-12 S: 6-12</p>	9780134921792	Unit 2: Page T425	ELL Targeted Support
				9780134921792	Unit 4: Page T278	ELL Targeted Support
				9780134921792	Unit 4: Page T278	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>(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>9780134921792</p>	<p>Unit 1: Page T112</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 2: Page T268</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>(i) 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
(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:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(i) learn new language structures heard during classroom instruction and interactions	T: K-12	9780134921792	Unit 1: Page T319	ELL Targeted Support
				9780134921792	Unit 3: Page T245	ELL Targeted Support: Column 2
(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:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(ii) learn new expressions heard during classroom instruction and interactions	T: K-12	9780134921792	Unit 2: Page T210	ELL Targeted Support
				9780134921792	Unit 5: Page T230	ELL Targeted Support
(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:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(iii) learn basic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	9780134921792	Unit 1: Page T161	ELL Targeted Support: Column 2
				9780134921792	Unit 2: Page T392	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>(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>9780134921792</p>	<p>Unit 3: Page T376</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T310</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>9780134921792</p>	<p>Unit 1: Page T68</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 3: Page T163</p>	<p>ELL Targeted Support: Column 2</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>9780134921792</p>	<p>Unit 3: Page T163</p>	<p>ELL Targeted Support: Column 2</p>
				<p>9780134921792</p>	<p>Unit 4: Page T390</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>9780134921792</p>	<p>Unit 4: Page T144</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T281</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>

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>(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>

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>(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>9780134921792</p>	<p>Unit 1: Page T72</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 2: Page T335</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>(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>9780134921792</p>	<p>Unit 2: Page T397</p>	<p>ELL Targeted Support: Column 2</p>
				<p>9780134921792</p>	<p>Unit 4: Page T89</p>	<p>ELL Targeted Support: Column 1</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>9780134921792</p>	<p>Unit 3: Page T64</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T181</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>(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>9780134921792</p>	<p>Unit 3: Page T21</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T116</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>(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>9780134921792</p>	<p>Unit 1: Page T220</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 3: Page T304</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>

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>(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>9780134921792</p>	<p>Unit 3: Page T425</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T238</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>9780134921792</p>	<p>Unit 1: Page T85</p>	<p>ELL Targeted Support: Column 2</p>
				<p>9780134921792</p>	<p>Unit 1: Page T237</p>	<p>ELL Targeted Support: Column 2</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>(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>9780134921792</p>	<p>Unit 1: Page T85</p>	<p>ELL Targeted Support: Column 2</p>
				<p>9780134921792</p>	<p>Unit 3: Page T376</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T274</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>(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>9780134921792</p>	<p>Unit 2: Page T36</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 2: Page T66</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>(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>9780134921792</p>	<p>Unit 4: Page T68</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 5: Page T376</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>(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>9780134921792</p>	<p>Unit 1: Page T64</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 3: Page T60</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>(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>9780134921792</p>	<p>Unit 3: Page T384</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T74</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T156</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>9780134921792</p>	<p>Unit 1: Page T358</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 3: Page T163</p>	<p>ELL Targeted Support: Column 1</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>(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>(iii) express 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>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>(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>



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>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(iii) explain with increasing specificity and detail as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780134921792</p>	<p>Unit 2: Page T72</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 5: Page T421</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>9780134921792</p>	<p>Unit 2: Page T189</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 5: Page T417</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>9780134921792</p>	<p>Unit 1: Page T62</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 5: Page T279</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>9780134921792</p>	<p>Unit 4: Page T431</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 5: Page T417</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>9780134921792</p>	<p>Unit 2: Page T323</p>	<p>ELL Targeted Support: Column 2</p>
				<p>9780134921792</p>	<p>Unit 4: Page T333</p>	<p>ELL Targeted Support: Column 1</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>9780134921792</p>	<p>Unit 2: Page T186</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 3: Page T39</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>9780134921792</p>	<p>Unit 2: Page T62</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T39</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>9780134921792</p>	<p>Unit 1: Page T212</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 2: Page T87</p>	<p>ELL Targeted Support: Column 2</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>9780134921792</p>	<p>Unit 1: Page T354</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 3: Page T372</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>(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>9780134921792</p>	<p>Unit 1: Page T191</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 1: Page T97</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>9780134921792</p>	<p>Unit 4: Page T21</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 1: Page T131</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>(vi) use support from peers and teachers to read grade-appropriate content area text</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921792</p>	<p>Unit 2: Page T421</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T89</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>(vii) use support from peers and teachers to enhance and confirm understanding</p>	<p>T: K–12 S: 6–12</p>	<p>9780134921792</p>	<p>Unit 3: Page T81</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 3: 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>(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>9780134921792</p>	<p>Unit 4: Page T192</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T224</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>9780134921792</p>	<p>Unit 3: Page T317</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T265</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>9780134921792</p>	<p>Unit 1: Page T173</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T263</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>9780134921792</p>	<p>Unit 4: Page T148</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 5: Page T384</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>9780134921792</p>	<p>Unit 1: Page T142</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 1: Page T286</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>9780134921792</p>	<p>Unit 4: Page T318</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 3: Page T64</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>9780134921792</p>	<p>Unit 1: Page T161</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T427</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>9780134921792</p>	<p>Unit 1: Page T290</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T251</p>	<p>ELL Targeted Support: Column 1</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>9780134921792</p>	<p>Unit 1: Page T146</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 1: Page T237</p>	<p>ELL Targeted Support: Column 1</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>9780134921792</p>	<p>Unit 4: Page T407</p>	<p>ELL Targeted Support: Column 2</p>
				<p>9780134921792</p>	<p>Unit 5: Page T412</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>(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>9780134921792</p>	<p>Unit 1: Page T154</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
				9780134921792	Unit 2: Page T80	ELL Targeted Support
				9780134921792	Unit 3: Page T74	ELL Targeted Support
(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:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(iii) employ English spelling rules with increasing accuracy as more English is acquired	T: K–12 S: 6–12	9780134921792	Unit 4: Page T164	ELL Targeted Support
				9780134921792	Unit 5: Page T390	ELL Targeted Support
(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:	(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	(i) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired	T: K–12 S: 6–12	9780134921792	Unit 2: Page T323	ELL Targeted Support: Column 1
				9780134921792	Unit 3: Page T312	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>9780134921792</p>	<p>Unit 1: Page T379</p>	<p>ELL Targeted Support: Column 2</p>
				<p>9780134921792</p>	<p>Unit 5: Page T397</p>	<p>ELL Targeted Support: Column 1</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>9780134921792</p>	<p>Unit 3: Page T76</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 3: Page T158</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>9780134921792</p>	<p>Unit 1: Page T292</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
				9780134921792	Unit 3: Page T397	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>(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>9780134921792</p>	<p>Unit 1: Page T80</p>	<p>ELL Targeted Support</p>
				9780134921792	Unit 4: Page T320	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>9780134921792</p>	<p>Unit 4: Page T251</p>	<p>ELL Targeted Support: Column 2</p>
				9780134921792	Unit 5: Page T238	ELL Targeted Support
				9780134921792	Unit 5: Page T323	ELL Targeted Support: Column 2



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>9780134921792</p>	<p>Unit 3: Page T232</p>	<p>ELL Targeted Support</p>
				<p>9780134921792</p>	<p>Unit 4: Page T333</p>	<p>ELL Targeted Support: Column 2</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>9780134921792</p>	<p>Unit 1: Page T85</p>	<p>ELL Targeted Support: Column 1</p>
				<p>9780134921792</p>	<p>Unit 4: Page T169</p>	<p>ELL Targeted Support: Column 2</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>9780134921792</p>	<p>Unit 4: Page T169</p>	<p>ELL Targeted Support: Column 2</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
				9780134921792	Unit 5: Page T243	ELL Targeted Support: Column 1
<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>9780134921792</p>	<p>Unit 1: Page T305</p>	<p>ELL Targeted Support: Column 1</p>
				9780134921792	Unit 4: Page T394	ELL Targeted Support