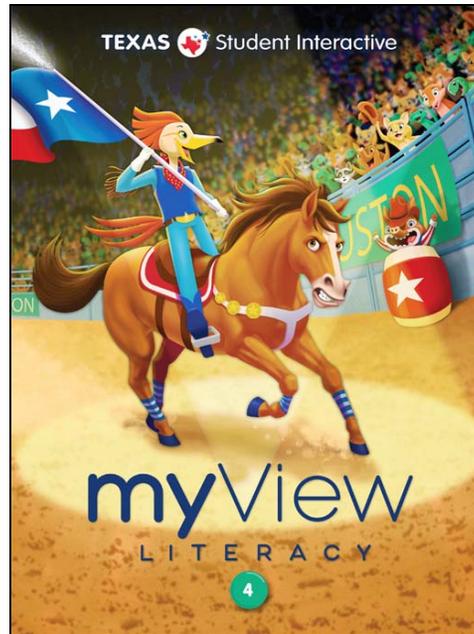


**Correlations of
Texas myView Literacy
Grade 4, ©2020
Online**



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

| Proclamation 2019 Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material | | | | | | | |
|---|---|--|-----------------|-----------------------|----------------|------------------------|--|
| Subject | Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading | | | | | | |
| Subchapter | Subchapter A. Elementary | | | | | | |
| Course | 110.6. English Language Arts and Reading, Grade 4 | | | | | | |
| Publisher | Pearson Education, Inc., publishing as Scott Foresman | | | | | | |
| Program Title | Texas myView Literacy - Online, Grade 4 | | | | | | |
| Program ISBN | 9780134906386 | | | | | | |
| TEKS % | 100.00 | | | | | | |
| (a) Introduction. | | | | | | | |
| <p>(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p> <p>(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</p> <p>(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, 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.</p> | | | | | | | |
| <p>(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</p> <p>(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).</p> <p>(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).</p> <p>(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> | | | | | | | |
| (b) Knowledge and Skills. | | | | | | | |
| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
| (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | (A) listen actively, ask relevant questions to clarify information, and make pertinent comments | (i) listen actively | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 1: p. 454 | Reflect and Share: Listen Actively and Ask Questions |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 1: p. 15 | Turn and Talk |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 6: p. 630 | Collaborate |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | 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 make pertinent comments | (ii) ask relevant questions to clarify information | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 1: p. 32 | Ask Questions and Ask Pertinent Comments |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 32 | Ask Questions and Make Pertinent Comments |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 1: p. 454 | Listen Actively and Ask Questions |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 1: p. 454 | Listen Actively and Ask Questions |
| | | | 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 | Activity | 9780134906386 | Unit 5: Week 6: p. 630 | 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: | (A) listen actively, ask relevant questions to clarify information, and make pertinent comments | (iii) make pertinent comments | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 1: p. 32 | Ask Questions and Ask Pertinent Comments |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 264 | Turn and Talk |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 32 | Ask Questions and Ask Pertinent Comments |
| | | | 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) | | | |
| (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 series of related sequences of action | (i) follow oral instructions that involve a series of related sequences of action | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 530 | Reflect and Share, Oral Instructions |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 530 | Reflect and Share, Talk About It |
| | | | 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) | | | |
| (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 series of related sequences of action | (ii) restate oral instructions that involve a series of related sequences of action | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 530 | Reflect and Share, Oral Instructions |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 530 | Reflect and Share, Talk About It |
| | | | 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) | | | |
| (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 series of related sequences of action | (iii) give oral instructions that involve a series of related sequences of action | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 530 | Reflect and Share, Oral Instructions |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 530 | Reflect and Share, Talk About It |
| | | | 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) | | | |
| (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) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | (i) express an opinion supported by accurate information, employing eye contact to communicate ideas effectively | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 182 | Speak to Be Heard |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 5: p. 396 | Use Accurate Information |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 5: p. 602 | Communicate Ideas Effectively |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 5: p. 602 | Communicate Ideas Effectively |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 6: p. 630 | 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) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | (ii) express an opinion supported by accurate information, employing speaking rate to communicate ideas effectively | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 1: p. 38 | Express an Opinion |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 5: p. 602 | Communicate Ideas Effectively |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 5: p. 602 | Communicate Ideas Effectively |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 182 | Speak to Be Heard |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 6: p. 210 | 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) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | (iii) express an opinion supported by accurate information, employing volume to communicate ideas effectively | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 1: p. 38 | Express an Opinion |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 6: p. 210 | Collaborate |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 5: p. 602 | Communicate Ideas Effectively |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 5: p. 602 | Communicate Ideas Effectively |
| | | | 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: | (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | (iv) express an opinion supported by accurate information, employing enunciation to communicate ideas effectively | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 5: p. 602 | Communicate Ideas Effectively |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 5: p. 396 | Communicate Ideas |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 6: p. 210 | Collaborate |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 5: p. 396 | Use Accurate Information |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 5: p. 602 | Communicate Ideas Effectively |
| | | | 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) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | (v) express an opinion supported by accurate information, employing the conventions of language to communicate ideas effectively | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 5: p. 602 | Communicate Ideas Effectively |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 5: p. 602 | Communicate Ideas Effectively |
| | | | 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) | | | |
| (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 to develop a plan of shared responsibilities | (i) work collaboratively with others to develop a plan of shared responsibilities | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 6: p. 410 | Research Articles |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 6: p. 199 | Plan Your Research, last paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 6: p. 410 | Collaborate |
| | | | Student/Teacher | Narrative | 9780314906386 | Unit 3: Week 6: p. 199 | 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 | | | | | |
|--|---|--|-----------------|---------------|----------------|------------------------|--|-----------------|-----------------------|---------------|------------------------|---------|
| <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 and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(i) demonstrate phonetic knowledge by decoding words with specific orthographic patterns, including regular plurals</p> | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: p. 252 | Top of page | | | | | |
| | | | | | | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 1: p. 252 | 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) | | | |
| <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 and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(ii) demonstrate phonetic knowledge by decoding words with specific orthographic rules, including regular plurals</p> | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: p. 252 | Top of page | | | | | |
| | | | | | | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 1: p. 252 | 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) | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|--|-----------------|-----------------------|----------------|------------------------|--|
| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | <p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(iii) demonstrate phonetic knowledge by decoding words with specific orthographic patterns, including irregular plurals</p> | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 326 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 326 | My Turn |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Student/Teacher | (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>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(iv) demonstrate phonetic knowledge by decoding words with specific orthographic rules, including irregular plurals</p> | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 326 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 326 | My Turn |
| | | | 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 |
|--|---|---|-----------------|-----------------------|----------------|--|--|
| <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 and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) 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> | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Word Study: p. 92 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study: p. 92 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 156 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 156 | 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>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) 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> | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Word Study: p. 92 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study: p. 92 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 156 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 156 | 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>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list | <p>(vii) demonstrate phonetic knowledge by decoding multisyllabic words with VCe syllables</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 106 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 106 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 109 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 109 | 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>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list | <p>(viii) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 142 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 142 | 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>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) 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> | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 294 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 294 | My Turn |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Student/Teacher | (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>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) 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> | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 68 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 68 | My Turn |
| | | | 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 | | | | | |
|--|---|--|------------------------|------------------|----------------------|-------------------------------|--|------------------------|------------------------------|----------------------|-------------------------------|--------------------|
| <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 and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) 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>9780134906386</p> | <p>Unit 3: Week 3: p. 108</p> | <p>Top of page</p> | | | | | |
| | | | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 3: Week 3: p. 108</p> | <p>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>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xii) demonstrate phonetic knowledge by decoding words using advanced knowledge of syllable division patterns</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 4: Week 3: p. 318</p> | <p>Top of page</p> | | | | | |
| | | | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 4: Week 3: p. 318</p> | <p>My Turn</p> |
| | | | | | | | | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 5: Week 3: p. 532</p> | <p>Top of page</p> |
| | | | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 5: Week 3: p. 532</p> | <p>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> | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|--|--|---|-----------------|-----------------------|----------------|------------------------|--|
| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | <p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list | <p>(xiii) demonstrate phonetic knowledge by decoding words using knowledge of prefixes</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 188 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 5: p. 188 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 358 | Top of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 1: p. 246 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 1: p. 246 | 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>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list | <p>(xiv) demonstrate phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 74 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 2: p. 74 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 2: p. 490 | Top of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 2: p. 282 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 2: p. 282 | 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>(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 and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xv) demonstrate phonetic knowledge by identifying high-frequency words from a research-based list</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 4: p. 142</p> | <p>High-Frequency Words</p> | | | | | |
| | | | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 1: Week 4: p. 142</p> | <p>High-Frequency Words</p> |
| | | | | | | | | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 5: Week 4: p. 566</p> | <p>High-Frequency Words</p> |
| | | | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 5: Week 4: p. 566</p> | <p>High-Frequency Words</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>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xvi) demonstrate phonetic knowledge by reading high-frequency words from a research-based list</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 4: p. 142</p> | <p>High-Frequency Words</p> | | | | | |
| | | | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 1: Week 4: p. 142</p> | <p>High-Frequency Words</p> |
| | | | | | | | | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 5: Week 4: p. 566</p> | <p>High-Frequency Words</p> |
| | | | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 5: Week 4: p. 566</p> | <p>High-Frequency Words</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> | | | | | | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|---|-----------------|-----------------------|----------------|--|--|
| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | <p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xvii) apply phonetic knowledge by decoding words with specific orthographic patterns, including regular plurals</p> | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: p. 252 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 1: p. 252 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Word Study, p. 45 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 45 | 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>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xviii) apply phonetic knowledge by decoding words with specific orthographic rules, including regular plurals</p> | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: p. 252 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 1: p. 252 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Word Study, p. 45 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 45 | 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) | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|--|-----------------|-----------------------|----------------|--|--|
| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | <p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xix) apply phonetic knowledge by decoding words with specific orthographic patterns, including irregular plurals</p> | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 326 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 326 | My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 47 | Entire page |
| | | | 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>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xx) apply phonetic knowledge by decoding words with specific orthographic rules, including irregular plurals</p> | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 326 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 326 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Word Study, p. 47 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 47 | Entire page |
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| | | | 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>(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 and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xxi) apply phonetic knowledge by decoding multisyllabic words with closed syllables</p> | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 156 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 156 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Word Study, p. 92 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 92 | Entire page |
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| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | <p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xxii) apply phonetic knowledge by decoding multisyllabic words with open syllables</p> | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 156 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 156 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Word Study, p. 92 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 92 | Entire page |
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| | | | 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 |
|--|---|---|-----------------|-----------------------|----------------|---------------------------------------|--|
| <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 and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xxiii) apply phonetic knowledge by decoding multisyllabic words with VCe syllables</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 106 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 106 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Word Study, p. 3 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 3 | Entire page |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | <p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xxiv) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 142 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 142 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Word Study, p. 4 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 4 | Entire page |
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| | | | 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 |
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| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | <p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xxv) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs</p> | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 294 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 294 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Word Study, p. 46 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 46 | Entire page |
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| | | | 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 and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xxvi) apply phonetic knowledge by decoding multisyllabic words with r-controlled syllables</p> | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 68 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 68 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Word Study, p. 90 | Entire page |
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| | | | Teacher Only | Activity | | | |
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| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|---|-----------------|-----------------------|----------------|---|--|
| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | <p>(A) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;</p> <p>(ii) 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>(iii) decoding words using advanced knowledge of syllable division patterns such as VV;</p> <p>(iv) decoding words using knowledge of prefixes;</p> <p>(v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</p> <p>(vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xxvii) apply phonetic knowledge by decoding multisyllabic words with final stable syllables</p> | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 3: p. 108 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 3: p. 108 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Word Study, p. 91 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 91 | 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>(A) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals;</p> <p>(ii) 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>(iii) decoding words using advanced knowledge of syllable division patterns such as VV;</p> <p>(iv) decoding words using knowledge of prefixes;</p> <p>(v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and</p> <p>(vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xxviii) apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns</p> | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 3: p. 318 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 135 | Entire page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 532 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 179 | Entire page |
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| | | | Teacher Only | Activity | | | |
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| Teacher Only | (Drop-down selection) | | | | | | |
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| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|--|--|---|-----------------|-----------------------|----------------|---|--|
| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | <p>(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list | <p>(xxix) apply phonetic knowledge by decoding words using knowledge of prefixes</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 188 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 5 | Entire page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 358 | Top of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 566 | Top of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 1: p. 246 | Top of page |
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| | | | Teacher Only | Activity | | | |
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| | | | 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 and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list | <p>(xxx) apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 74 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 134 | Entire page |
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| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 2: p. 282 | Top of page |
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| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
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| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|--|-----------------|-----------------------|----------------|---|--|
| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | <p>(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xxx) apply phonetic knowledge by identifying high-frequency words from a research-based list</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 142 | High-Frequency Words |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 46 | High-Frequency Words |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 89 | High-Frequency Words |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 135 | High-Frequency Words |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 180 | High-Frequency Words |
| | | | 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 and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns such as VV; (iv) decoding words using knowledge of prefixes; (v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and (vi) identifying and reading high-frequency words from a research-based list</p> | <p>(xxxii) apply phonetic knowledge by reading high-frequency words from a research-based list</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 142 | High-Frequency Words |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 4 | High-Frequency Words |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 46 | High-Frequency Words |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Word Study, p. 89 | High-Frequency Words |
| | | | Student/Teacher | (Drop-down selection) | | | |
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| | | | 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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (i) demonstrate spelling knowledge by spelling multisyllabic words with closed syllables | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 159 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 159 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 97 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 97 | 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) | | | |
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| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 159 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 97 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 97 | My Turn |
| | | | Student/Teacher | (Drop-down selection) | | | |
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| | | | Teacher Only | Activity | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
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| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|---|---|---|-----------------|-----------------------|----------------|-------------------------------------|--|
| <p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p> | <p>(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p> | <p>(iii) demonstrate spelling knowledge by spelling multisyllabic words with VCe syllables</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 109 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 109 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p.8 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 8 | 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>(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p> | <p>(iv) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 145 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 145 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 9 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 9 | 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 |
|--|--|---|-----------------|-----------------------|----------------|--------------------------------------|--|
| (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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (v) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 297 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 297 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 51 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 51 | 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) | | | |
| (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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (vi) demonstrate spelling knowledge by spelling multisyllabic words with r-controlled syllables | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 71 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 71 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 95 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 95 | 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 |
|--|--|--|-----------------|-----------------------|----------------|--------------------------------------|--|
| (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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (vii) demonstrate spelling knowledge by spelling multisyllabic words with final stable syllables | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 3: p. 111 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 3: p. 111 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 96 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 96 | 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) | | | |
| (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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (viii) apply spelling knowledge by spelling multisyllabic words with closed syllables | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 159 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 159 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 97 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 97 | 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 |
|--|--|---|-----------------|-----------------------|----------------|--------------------------------------|--|
| (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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (ix) apply spelling knowledge by spelling multisyllabic words with open syllables | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 159 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 159 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 97 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 97 | 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) | | | |
| (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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (x) apply spelling knowledge by spelling multisyllabic words with VCe syllables | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 109 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 109 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 8 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 8 | 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 |
|--|--|---|-----------------|-----------------------|----------------|--------------------------------------|--|
| (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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (xi) apply spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 145 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 145 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 9 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 9 | 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) | | | |
| (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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (xii) apply spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 297 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 297 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 51 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 51 | 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 |
|---|--|---|-----------------|-----------------------|----------------|--------------------------------------|--|
| (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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (xiii) apply spelling knowledge by spelling multisyllabic words with r-controlled syllables | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 71 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 71 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 92 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 92 | 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) | | | |
| (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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (xiv) apply spelling knowledge by spelling multisyllabic words with final stable syllables | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 3: p. 111 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 3: p. 111 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 96 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 96 | 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>(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p> | <p>(xv) demonstrate spelling knowledge by spelling homophones</p> | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 5: p. 401 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 5: p. 401 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 142 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 142 | 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>(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p> | <p>(xvi) apply spelling knowledge by spelling homophones</p> | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 5: p. 401 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 5: p. 401 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice: Spelling, p. 142 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 142 | 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 |
|--|--|---|-----------------|-----------------------|----------------|---------------------------------------|--|
| (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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (xvii) demonstrate spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 3: p. 321 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 140 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 535 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 535 | 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) | | | |
| (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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (xviii) apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 3: p. 321 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 140 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 535 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 184 | 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 |
|--|--|---|-----------------|-----------------------|----------------|---------------------------------------|--|
| (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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (xix) demonstrate spelling knowledge by spelling words using advanced knowledge of syllable division patterns | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 3: p. 321 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 140 | My Turn |
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| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 535 | 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) | | | |
| (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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (xx) apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 3: p. 321 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 140 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 535 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 184 | 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>(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p> | <p>(xxi) demonstrate spelling knowledge by spelling words using knowledge of prefixes</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 191 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 5: p. 191 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 361 | Top of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 569 | Top of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 1: p. 249 | Top of 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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p> | <p>(xxii) apply spelling knowledge by spelling words using knowledge of prefixes</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 191 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 10 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 361 | Top of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 569 | Top of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 1: p. 249 | Top of page |
| | | | 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 spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (xxiii) demonstrate spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 1: p. 43 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 1: p. 43 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 2: p. 285 | Top of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 77 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 2: p. 77 | 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: | (B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (ii) spelling homophones; (iii) spelling multisyllabic words with multiple sound-spelling patterns; (iv) spelling words using advanced knowledge of syllable division patterns; (v) spelling words using knowledge of prefixes; and (vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | (xxiv) apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 1: p. 43 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 6 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 2: p. 285 | Top of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 77 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling, p. 7 | 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 |
|--|---|---|-----------------|-----------------------|----------------|------------------------|--|
| (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) write legibly in cursive to complete assignments | (i) write legibly in cursive to complete assignments | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 5: p. 405 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 5: p. 195 | My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 5: p. 405 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 5: p. 191 | My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 5: p. 404 | Top of page |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| (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, syllabication, and pronunciation | (i) use print or digital resources to determine meaning | Student/Teacher | Narrative | 9780134906386 | Volume 1: p. 426 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Volume 1: p. 426 | My Turn, Turn and Talk |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 67 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 67 | My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 1: p. 246 | My Turn |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| (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, syllabication, and pronunciation | (ii) use print or digital resources to determine syllabication | Student/Teacher | Narrative | 9780134906386 | Volume 1: p. 426 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 3: p. 108 | My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 156 | My Turn |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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, syllabication, and pronunciation | (iii) use print or digital resources to determine pronunciation | Student/Teacher | Narrative | 9780134906386 | Volume 1: p. 426 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Volume 1: p. 426 | My Turn, Turn and Talk |
| | | | 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 |
|---|---|--|-----------------|-----------------------|----------------|---------------------------------------|--|
| | | | 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 relevant meaning of unfamiliar words or multiple-meaning words | (i) use context within a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 64 | Close Read Vocabulary in Context |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 2: p. 64 | Close Read Vocabulary in Context |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 105 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 105 | 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 relevant meaning of unfamiliar words or multiple-meaning words | (ii) use context beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 90 | Close Read Vocabulary in Context |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 90 | Close Read Vocabulary in Context |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 134 | Close Read Vocabulary in Context |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 134 | Close Read Vocabulary in Context |
| | | | 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) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter | (i) determine the meaning of words with affixes | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 74 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 2: p. 74 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 188 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 5: p. 188 | 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) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter | (ii) use words with affixes | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 188 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 5: p. 188 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice, Word Study, p. 5 | 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 | 9780134906386 | Additional Practice, Word Study, p. 5 | 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) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter | (iii) determine the meaning of word with roots | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 4: p. 360 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 4: p. 360 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 5: p. 398 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 5: p. 398 | 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) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter | (iv) use words with roots | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 4: p. 360 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 4: p. 360 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice, Word Study, p. 48 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice, Word Study, p. 48 | 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 homophones such as reign/rain | (i) identify homophones | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 5: p. 398 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 5: p. 398 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice, Word Study, p. 137 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice, Word Study, p. 137 | 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 homophones such as reign/rain | (ii) use homophones | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 5: p. 398 | 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 | 9780134906386 | Unit 4: Week 5: p. 398 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice, Word Study, p. 137 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice, Word Study, p. 137 | 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 homophones such as reign/rain | (iii) explain the meaning of homophones | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 5: p. 398 | Reading-Writing Bridge Word Study |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 5: p. 398 | Reading-Writing Bridge Word Study |
| | | | Student/Teacher | Narrative | 9780134906386 | Additional Practice, Word Study, p. 137 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice, Word Study, p. 137 | 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) | | | |
| (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 | 9780134906386 | Unit 1: Week 4: p. 118 | Be a Fluent Reader |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 118 | Be a Fluent Reader |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 330 | Be a Fluent Reader |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 318 | Close Read Fluency note |
| | | | 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 | 9780134906386 | Unit 4: Week 4: p. 330 | Be a Fluent Reader |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 318 | Close Read Fluency note |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 502 | Be a Fluent Reader |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 350 | Close Read Fluency note |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 4: p. 350 | Close Read Fluency note |
| | | | 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 |
|---|---|---|-----------------|-----------------------|----------------|------------------------------------|--|
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | [A] use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text | (iii) use appropriate fluency (prosody) when reading grade-level text | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 306 | Be a Fluent Reader |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 306 | Be a Fluent Reader |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 502 | Be a Fluent Reader |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 168 | Be a Fluent Reader |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 5: p. 177 | Close Read Fluency note |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| (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. | [A] self-select text and read independently for a sustained period of time | (i) self-select text | Student/Teacher | Narrative | 9780134906386 | Unit 1: Weekly Opener: pp. 10–11 | Independent Reading, both pages |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Weekly Opener: pp. 10–11 | Independent Reading, both pages |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Weekly Opener: pp. 428–429 | Independent Reading, both pages |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Weekly Opener: p. 13 | Independent Reading, both pages |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Weekly Opener: pp. 428–429 | Independent Reading, both pages |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| (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. | [A] self-select text and read independently for a sustained period of time | (ii) read independently for a sustained period of time | Student/Teacher | Narrative | 9780134906386 | Unit 3: Weekly Opener: pp. 12–13 | Independent Reading, both pages |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Weekly Opener: pp. 12–13 | Independent Reading, both pages |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Weekly Opener: pp. 214–215 | Independent Reading, both pages |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Weekly Opener: pp. 214–215 | Independent Reading, both pages |
| | | | 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: | (A) establish purpose for reading assigned and self-selected texts | (i) establish purpose for reading assigned texts | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 46 | Establish Purpose |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 46 | Turn and Talk |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 2: p. 468 | Establish Purpose |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 2: p. 258 | Establish Purpose |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 3: p. 82 | Read |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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 | 9780134906386 | Unit 2: Week Opener: p. 218 | Independent Reading 1st paragraph and Step 1 |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Weekly Opener: p. 218 | Independent Reading last paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Weekly Opener: p. 12 | Independent Reading Step 1 |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Weekly Opener: p. 12 | Independent Reading |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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 | 9780134906386 | Unit 1: Week 2: p. 71 | Generate Questions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 1: p. 18 | First Read, Generate Questions |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 153 | Generate Questions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 153 | My Turn, last half of page |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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 before reading to gain information | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 153 | Generate Questions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 20 | First Read, Generate Questions |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 153 | My Turn, last 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 | 9780134906386 | Unit 4: Week 3: p. 296 | First Read, Generate Questions |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 5: p. 372 | First Read, Generate Questions |
| | | | 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 | (iii) generate questions about text during reading to deepen understanding | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 71 | Generate Questions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 2: p. 71 | My Turn, last half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 153 | Generate Questions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 20 | First Read, Generate Questions |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 153 | My Turn, last half of page |
| | | | 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 during reading to gain information | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 153 | Generate Questions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 2: p. 57 | Close Read Note Generate Questions |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 71 | Generate Questions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 20 | First Read, Generate Questions |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 153 | My Turn, last half of page |
| | | | 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 after reading to deepen understanding | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 71 | Generate Questions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 2: p. 71 | My Turn, last half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 153 | Generate Questions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 20 | First Read, Generate Questions |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 153 | My Turn, last half of page |
| | | | 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: | (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 | 9780134906386 | Unit 3: Week 4: p. 153 | Generate Questions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 20 | First Read, Generate Questions |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 71 | Generate Questions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 153 | My Turn, last half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 3: p. 296 | First Read, Generate Questions |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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 | 9780134906386 | Unit 2: Week 2: p. 291 | Correct or Confirm Predictions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 120 | Read |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 1: p. 436 | Read |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 268 | Close Read note, Confirm or Correct Predictions |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 1: p. 436 | Read |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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 | 9780134906386 | Unit 2: Week 2: p. 291 | Correct or Confirm Predictions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 65 | Correct or Confirm Predictions, first paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 48 | Read |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 48 | Read |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 65 | My Turn, last half of page |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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 | 9780134906386 | Unit 2: Week 2: p. 291 | Correct or Confirm Predictions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 291 | My Turn, last 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 | 9780134906386 | Unit 2: Week 2: p. 266 | 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 | (iv) correct or confirm predictions using text features | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 139 | Correct or Confirm Predictions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 123 | Close Read note, Confirm or Correct Predictions |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 291 | Correct or Confirm Predictions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 139 | My Turn, last half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 268 | Close Read note, Confirm or Correct 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 | 9780134906386 | Unit 2: Week 2: p. 291 | Correct or Confirm Predictions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 139 | My Turn, last half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 65 | Correct or Confirm Predictions, first paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 139 | Correct or Confirm Predictions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 65 | My Turn, last half of page |
| | | | 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 | 9780134906386 | Unit 1: Week 4: p. 139 | Correct or Confirm Predictions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 139 | My Turn, last half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 291 | Correct or Confirm Predictions, first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 291 | My Turn, last half of 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) | | | |

| 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: | (D) create mental images to deepen understanding | (i) create mental images to deepen understanding | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 181 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 5: p. 174 | Close Read, Visualize to Understand |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 170 | Read |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 5: p. 181 | My Turn, last half of page |
| | | | Teacher Only | (Drop-down selection) | | | |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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 | 9780134906386 | Unit 3: Week 3: p. 105 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 5: p. 153 | Turn and Talk |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 20 | First Read, Connect |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 3: p. 82 | First Read, Connect |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 3: p. 105 | My Turn, last half of page |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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 | 9780134906386 | Unit 3: Week 3: p. 105 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 1: p. 18 | First Read, Connect |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 2: p. 279 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 20 | First Read, Connect |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 2: p. 279 | Make Connections, first paragraph |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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 | 9780134906386 | Unit 4: Week 4: p. 355 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 4: p. 355 | My Turn, last half of page |
| | | | 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 | 9780134906386 | Unit 3: Week 4: p. 122 | First Read, Connect |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 504 | First Read, Connect |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 4: p. 355 | My Turn, last half of page |
| | | | 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 | (i) make inferences | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 1: p. 31 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 31 | Bottom half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 563 | Top paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 1: p. 453 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 1: p. 453 | Bottom half of page |
| | | | 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 | 9780134906386 | Unit 3: Week 1: p. 31 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 23 | Close Read note, Make Inferences About Characters |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 5: p. 601 | Top paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 1: p. 453 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 1: p. 451 | Check for Understanding #3 |
| | | | 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 | 9780134906386 | Unit 1: Week 3: p. 103 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 103 | Bottom half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 5: p. 395 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 5: p. 376 | Close Read note, Evaluate Details |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 4: p. 549 | Close Read note, Explain 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 |
|---|--|--|-----------------|-----------------------|----------------|------------------------|--|
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | (H) synthesize information to create new understanding | (i) synthesize information to create new understanding | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 5: p. 394 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 1: p. 243 | Bottom half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 1: p. 243 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 5: p. 394 | Bottom half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 151 | Check for Understanding, #4 |
| | | | 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: | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down | (i) monitor comprehension | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: p. 249 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 1: p. 249 | Bottom half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 2: p. 487 | Top paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 5: p. 395 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 2: p. 487 | Bottom half of page |
| | | | 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: | (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down | (ii) make adjustments when understanding breaks down | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: p. 231 | Close Read note, Monitor Comprehension |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 1: p. 233 | Close Read note, Monitor Comprehension |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: p. 249 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 1: p. 249 | Bottom half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 2: p. 478 | Close Read note, Monitor Comprehension |
| | | | 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: | (A) describe personal connections to a variety of sources, including self-selected texts | (i) describe personal connections to a variety of sources, including self-selected texts | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 6: p. 215 | Reflect on Your Reading |

| 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 | 9780134906386 | Unit 1: Week 6: p. 215 | Reflect on Your Reading |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 6: p. 425 | Reflect on Your Reading |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 3: p. 105 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 6: p. 425 | Reflect on Your Reading |
| | | | 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: | (B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources | (i) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 140 | Compare and Contrast |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 140 | Compare and Contrast |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 66 | Compare and Contrast Ideas |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 292 | Compare and Contrast Ideas |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 292 | Compare and Contrast Ideas |
| | | | 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 | 9780134906386 | Unit 1: Week 1: p. 37 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 1: p. 35 | Check for Understanding, #2, #4 |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 323 | First paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 72 | Use Text Evidence |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 1: p. 37 | My Turn, bottom half of page |
| | | | 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, paraphrase, or summarize texts in ways that maintain meaning and logical order | (i) retell, paraphrase, or summarize texts in ways that maintain meaning | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 529 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 2: p. 277 | Check for Understanding #2 |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 2: p. 279 | Text Evidence |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 2: p. 467 | Quick Write |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 529 | My Turn, bottom half of 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) | | | |
| (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, paraphrase, or summarize texts in ways that maintain meaning and logical order | (ii) retell, paraphrase, or summarize texts in ways that maintain logical order | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 185 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 2: p. 277 | Check for Understanding, #2 |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 3: p. 315 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 3: p. 315 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 2: p. 467 | Quick Write |
| | | | 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: | (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating | (i) interact with sources in meaningful ways | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 104 | Interact with Sources |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 104 | Interact with Sources |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 324 | Annotating Sources |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 324 | Annotating Sources |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 66 | Compare and Contrast Ideas |
| | | | 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 | 9780134906386 | Unit 1: Weekly Opener: p. 13 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Weekly Opener: p. 13 | Turn and Talk |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Weekly Opener: p. 15 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Weekly Opener: p. 221 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 6: p. 411 | Whole page |
| | | | 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: | (G) discuss specific ideas in the text that are important to the meaning | (i) discuss specific ideas in the text that are important to the meaning | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 186 | Cite Accurate Information |

| 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 | 9780134906386 | Unit 1: Week 3: p. 104 | Interact with Sources |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 104 | Interact with Sources |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 5: p. 395 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 5: p. 395 | My Turn, bottom half of page |
| | | | 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) infer basic themes supported by text evidence | (i) infer basic themes supported by text evidence | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 2: p. 278 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 2: p. 278 | My Turn, bottom half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 354 | Top paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 337 | Close Read note, Infer Theme |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 4: p. 337 | Close Read note, Infer Theme |
| | | | 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: | (B) explain the interactions of the characters and the changes they undergo | (i) explain the interactions of the characters | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 1: p. 30 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 30 | bottom half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 3: p. 313 | Check for Understanding #3 |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 26 | Close Read note, Analyze Characters |
| | | | 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: | (B) explain the interactions of the characters and the changes they undergo | (ii) explain the changes [characters] undergo | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 1: p. 30 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 321 | Check for Understanding, #4 |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 3: p. 313 | Check for Understanding #3 |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 30 | My Turn, bottom 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 | (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) analyze plot elements, including the rising action, climax, falling action, and resolution | (i) analyze plot elements, including the rising action | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: pp. 46-47 | Whole page; Anchor Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 322 | My Turn, bottom of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 322 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 50 | Close Read note, Analyze Plot |
| | | | 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) analyze plot elements, including the rising action, climax, falling action, and resolution | (ii) analyze plot elements, including the climax | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: pp. 46-47 | Whole page; Anchor Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 58 | Close Read note, Analyze Plot |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 58 | Close Read note, Analyze Plot |
| | | | 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) analyze plot elements, including the rising action, climax, falling action, and resolution | (iii) analyze plot elements, including the falling action | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: pp. 46-47 | Whole page; Anchor Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 322 | My Turn, bottom of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 322 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 59 | Close Read note, Analyze Plot |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 60 | Close Read note, Analyze Plot and Setting |
| | | | 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) | | | |
| (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) analyze plot elements, including the rising action, climax, falling action, and resolution | (iv) analyze plot elements, including the resolution | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: pp. 46–47 | Whole page; Anchor Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 322 | My Turn, bottom of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 322 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 61 | Close Read note, Analyze Plot and Setting |
| | | | 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: | (D) explain the influence of the setting, including historical and cultural settings, on the plot | (i) explain the influence of the setting, including historical settings, on the plot | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 64 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 64 | My Turn, bottom of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 4: p. 353 | Check for Understanding #2 |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 312 | Close Read note, Analyze Plot and Setting |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 315 | Close Read note, Analyze Plot and Setting |
| | | | 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: | (D) explain the influence of the setting, including historical and cultural settings, on the plot | (ii) explain the influence of the setting, including cultural settings, on the plot | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 64 | Top paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 56 | Close Read note, Analyze Setting |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 55 | Close Read note, Analyze Setting |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 63 | Check for Understanding, #3 |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 64 | My Turn, bottom of page |
| | | | 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 |
|---|---|--|-----------------|-----------------------|----------------|-----------------------------|--|
| (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: | (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales | (i) demonstrate knowledge of distinguishing characteristics of well-known children's literature tall tales | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 1: p. 220 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 1: pp. 220-221 | Turn and Talk, Anchor Chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 2: p. 258 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 1: p. 241 | Check for Understanding, #1 |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 2: p. 277 | Check for Understanding, #1 |
| | | | 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: | (B) explain figurative language such as simile, metaphor, and personification that the poet uses to create images | (i) explain figurative language that the poet uses to create images | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 4: p. 361 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 4: p. 362 | My Turn first paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 180 | First paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 4: p. 362 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 5: p. 172 | Examine Poetic Elements sidebar |
| | | | 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: | (C) explain structure in drama such as character tags, acts, scenes, and stage directions | (i) explain structure in drama | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 3: pp. 294-295 | first half of page and anchor chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 3: pp. 294-295 | Turn and Talk |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 3: p. 298 | Close Read note: Explain Elements of a Drama |
| | | | 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 |
|---|---|--|-----------------|-----------------------|----------------|-----------------------------|--|
| (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 with supporting evidence; (ii) features such as pronunciation guides and diagrams to support understanding; and (iii) organizational patterns such as compare and contrast | (i) recognize characteristics of informational text, including the central idea with supporting evidence | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 70 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 2: p. 70 | #1, #2, and chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: p. 248 | First paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: pp. 224–225 | Informational Text instruction and anchor chart |
| | | | Teacher Only | (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: | (D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as pronunciation guides and diagrams to support understanding; and (iii) organizational patterns such as compare and contrast | (ii) recognize structures of informational text, including the central idea with supporting evidence | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 70 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 1: p. 248 | #1, #2, and chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: p. 248 | First paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: pp. 224–225 | Informational Text instruction and anchor chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 2: p. 70 | My Turn and chart |
| | | | 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 with supporting evidence; (ii) features such as pronunciation guides and diagrams to support understanding; and (iii) organizational patterns such as compare and contrast | (iii) recognize characteristics of informational text, including features to support understanding | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: pp. 118–119 | Informational Text first paragraph and anchor chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: pp. 118–119 | Turn and Talk and anchor chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 1: pp. 434-435 | Informational Text instruction and anchor chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: pp. 224–225 | Informational Text instruction and anchor chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 124 | Close Read note: Analyze Text Features; in-text pronunciation guides |
| | | | 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 |
|---|---|--|-----------------|-----------------------|----------------|-----------------------------|--|
| (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 with supporting evidence; (ii) features such as pronunciation guides and diagrams to support understanding; and (iii) organizational patterns such as compare and contrast | (iv) recognize structures of informational text, including features to support understanding | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: pp. 118–119 | Informational Text first paragraph and anchor chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: pp. 118–119 | Turn and Talk and anchor chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 1: pp. 434–435 | Informational Text instruction and anchor chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: pp. 224–225 | Informational Text instruction and anchor chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 124 | Close Read note: Analyze Text Features; in-text pronunciation guides |
| | | | 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 with supporting evidence; (ii) features such as pronunciation guides and diagrams to support understanding; and (iii) organizational patterns such as compare and contrast | (v) recognize characteristics of informational text, including organizational patterns | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 102 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 268 | Close Read note: Analyze Text Structure |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 290 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 95 | Close Read note: Analyze Text Structure |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 102 | #1, #2, and chart |
| | | | 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 with supporting evidence; (ii) features such as pronunciation guides and diagrams to support understanding; and (iii) organizational patterns such as compare and contrast | (vi) recognize structures of informational text, including organizational patterns | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 290 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 95 | Analyze Text Structure sidebar |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 102 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 102 | #1, #2, and chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 268 | Analyze Text Structure sidebar |
| | | | 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 |
|---|---|---|-----------------|-----------------------|----------------|-----------------------------|---|
| (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 and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for an argument; and (iii) identifying the intended audience or reader | (i) recognize characteristics of argumentative text by identifying the claim | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 6: pp. 202-203 | A Matter of Opinion paragraph and bulleted list, Plan Your Research Definition Claims box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 6: pp. 202-203 | A Matter of Opinion My Turn, Plan Your Research Examples Playgrounds Claim box |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 6: p. 202 | First paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 6: pp. 198-199 | A Matter of Opinion paragraph and bulleted list, Plan Your Research Definition Claims box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 6: pp. 206-207 | Now You Try It checklist third item, Underline the claim box |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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 and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for an argument; and (iii) identifying the intended audience or reader | (ii) recognize structures of argumentative text by identifying the claim | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 6: p. 202 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 6: pp. 202-203 | A Matter of Opinion My Turn, Plan Your Research Examples Playgrounds Claim box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 6: pp. 202-203 | A Matter of Opinion, Both Collaborates |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 6: pp. 198-199 | A Matter of Opinion paragraph and bulleted list, Plan Your Research Definition Claims box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 6: pp. 206-207 | Now You Try It checklist third item, Underline the claim box |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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 and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for an argument; and (iii) identifying the intended audience or reader | (iii) recognize characteristics of argumentative text by explaining how the author has used facts for an argument | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 502 | First paragraph and bulleted list |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 511 | Close Read: Analyze Argument |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 6: pp. 618-619 | A Clear Claim Close-Up paragraph and bulleted list, Plan Your Research chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 528 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 528 | #1, #2, chart, and My Analysis |
| | | | 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 |
|---|---|---|-----------------|-----------------------|----------------|-----------------------------|--|
| (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 and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for an argument; and (iii) identifying the intended audience or reader | (iv) recognize structures of argumentative text by explaining how the author has used facts for an argument | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 502 | First paragraph and bulleted list |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 516 | Analyze Argument sidebar |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 6: pp. 618-619 | A Clear Claim Close-Up paragraph and bulleted list, Plan Your Research chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 528 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 528 | #1, #2, chart, and My Analysis |
| | | | 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 and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for an argument; and (iii) identifying the intended audience or reader | (v) recognize characteristics of argumentative text by identifying the intended audience or reader | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 6: p. 198 | A Matter of Opinion paragraph and bulleted list |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 6: p. 198 | Collaborate #3 |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 6: pp. 202-203 | Take a Stand first paragraph, Student Model |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 504 | Read first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 513 | Analyze Argument sidebar |
| | | | 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 and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for an argument; and (iii) identifying the intended audience or reader | (vi) recognize structures of argumentative text by identifying the intended audience or reader | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 6: p. 198 | A Matter of Opinion paragraph and bulleted list |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 6: p. 198 | Collaborate #3 |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 6: pp. 202-203 | Take a Stand first paragraph, Student Model |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 504 | Read first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 513 | Analyze Argument sidebar |
| | | | 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 |
|---|---|---|-----------------|-----------------------|----------------|-----------------------------|--|
| (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 | 9780134906386 | Unit 1: Week 4: p. 138 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 138 | My Turn and chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 5: pp. 578–579 | Informational Text and Video paragraph and bulleted list, Anchor Chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 6: p. 420 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 263 | My Turn and chart |
| | | | 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 | (ii) recognize characteristics of digital texts | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 6: p. 420 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 6: p. 421 | Entire page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 5: pp. 578–579 | Informational Text and Video paragraph and bulleted list, Anchor Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 5: p. 578 | Turn and Talk |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 5: p. 599 | Check for Understanding #1 |
| | | | 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) explain the author's purpose and message within a text | (i) explain the author's purpose within a text | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 1: p. 36 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 1: p. 36 | #1, #2, and graphic organizer |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 5: p. 399 | Top half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 189 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 5: p. 399 | Bottom half of page |
| | | | 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: | (A) explain the author's purpose and message within a text | (ii) explain the author's message within a text | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 3: p. 105 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 3: p. 105 | #1, #2, and chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 157 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 157 | Bottom half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 158 | Entire page |
| | | | 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) explain how the use of text structure contributes to the author's purpose | (i) explain how the use of text structure contributes to the author's purpose | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 184 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 5: p. 184 | #1, #2, and chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 5: p. 399 | Top half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 290 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 290 | #1, #2, and chart |
| | | | 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: | (C) analyze the author's use of print and graphic features to achieve specific purposes | (i) analyze the author's use of print features to achieve specific purposes | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 138 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 138 | #1, #2, and chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 295 | Top half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 143 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 143 | Bottom half of page |
| | | | 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) | | | |
| <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> | <p>(C) analyze the author's use of print and graphic features to achieve specific purposes</p> | <p>(ii) analyze the author's use of graphic features to achieve specific purposes</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 138 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 138 | #1, #2, and chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 1: p. 41 | Top half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 143 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 143 | Bottom half of page |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> | <p>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes</p> | <p>(i) describe how the author's use of imagery achieves specific purposes</p> | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 4: p. 361 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 4: p. 361 | Bottom half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 185 | Top half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 69 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 69 | Bottom half of page |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| <p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> | <p>(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes</p> | <p>(ii) describe how the author's use of literal language achieves specific purposes</p> | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 2: p. 491 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 2: p. 491 | Bottom half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 5: p. 605 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 2: p. 492 | 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) | | | |

| 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) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes | (iii) describe how the author's use of figurative language achieves specific purposes | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 75 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 2: p. 75 | Bottom half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 185 | Top half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 327 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 327 | Bottom half of page |
| | | | 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) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes | (iv) describe how the author's use of sound devices achieves specific purposes | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 4: p. 356 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 35 | Bottom half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 180 | First paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 1: p. 35 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 5: p. 180 | #1, #2, and Chart |
| | | | 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 and understand the use of literary devices, including first- or third-person point of view | (i) identify the use of literary devices, including first- or third-person point of view | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: pp. 120–121 | Entire spread |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: pp. 120–121 | Turn and Talk; Anchor Chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 1: p. 247 | Top half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 152 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 152 | #1, #2, and chart |
| | | | 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) | | | |
| (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 and understand the use of literary devices, including first- or third-person point of view | (ii) understand the use of literary devices, including first- or third-person point of view | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: pp. 120-121 | Entire spread |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: pp. 120-121 | Turn and Talk; Anchor Chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 1: p. 247 | Top half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 152 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 152 | #1, #2, and chart |
| | | | 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) discuss how the author's use of language contributes to voice | (i) discuss how the author's use of language contributes to voice | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 1: p. 46 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 1: p. 46 | My Turn and chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 1: p. 247 | Top half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 120 | First paragraph and third bullet |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 1: p. 247 | Bottom half of page |
| | | | 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: | (G) identify and explain the use of anecdote | (i) identify anecdote | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 1: p. 23 | Explain Author's Purpose sidebar |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 1: p. 23 | Explain Author's Purpose sidebar |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 158 | Analyze Text Structure sidebar |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 5: p. 158 | Analyze Text Structure sidebar |
| | | | 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 |
|---|---|---|-----------------|-----------------------|----------------|------------------------|--|
| | | | 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: | (G) identify and explain the use of anecdote | (ii) explain the use of anecdote | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 1: p. 23 | Explain Author's Purpose sidebar |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 1: p. 23 | Explain Author's Purpose sidebar |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 158 | Analyze Text Structure sidebar |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 5: p. 158 | Analyze Text Structure sidebar |
| | | | 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 selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping | (i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 3: p. 117 | First paragraph and chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 3: p. 117 | My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 3: p. 327 | My Turn at bottom of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 541 | Both My Turns |
| | | | 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: | (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details | (i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 299 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 299 | Both My Turns |
| | | | 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 |
|--|---|---|-----------------|-----------------------|----------------|------------------------|--|
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details | (ii) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 111 | First paragraph and bulleted list |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 111 | My Turn and checklist |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 299 | First paragraph |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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: | (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details | (iii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 3: p. 323 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 3: p. 323 | Second My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 299 | First paragraph |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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: | (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details | (iv) develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 334 | First paragraph and chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 334 | Both My Turns |
| | | | 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) | | | |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details | (v) develop drafts into a structured piece of writing by organizing with purposeful structure, including transitions | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 113 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 113 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 334 | First paragraph and chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 334 | Both My Turns |

| 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) | | | |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details | (vi) develop drafts into a coherent piece of writing by organizing with purposeful structure, including transitions | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 3: p. 326 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 3: p. 326 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 113 | First paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 334 | First paragraph and chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 334 | Both My Turns |
| | | | 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: | (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details | (vii) develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 303 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 303 | First 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) | | | |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details | (viii) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 6: p. 622 | First paragraph and third bullet |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 6: p. 622 | Now You Try It checklist, last item |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 303 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 303 | First 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: | (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details | (ix) develop drafts into a coherent piece of writing by organizing with purposeful structure, including a conclusion | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 3: p. 323 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 3: p. 323 | Both My Turns |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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: | (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details | (x) develop drafts into a focused piece of writing by developing an engaging idea with relevant details | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 300 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 300 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 2: p. 289 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 2: p. 289 | Both My Turns |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 2: p. 81 | My Turn at bottom of page |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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: | (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details | (xi) develop drafts into a structured piece of writing by developing an engaging idea with relevant details | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 81 | First Paragraph and Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 2: p. 81 | Bottom half of page |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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: | (B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion; and (ii) developing an engaging idea with relevant details | (xii) develop drafts into a coherent piece of writing by developing an engaging idea with relevant details | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 2: p. 289 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 2: p. 289 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 300 | First paragraph |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|--|---|--|-----------------|-----------------------|----------------|------------------------|--|
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 2: p. 81 | My Turn at bottom of 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) | | | |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity | (i) revise drafts to improve sentence structure by adding ideas | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 147 | First paragraph with bulleted list |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 4: p. 572 | Second My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 572 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 6: p. 212 | Revise Sentence Structure checklist, fourth item |
| | | | 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: | (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity | (ii) revise drafts to improve sentence structure by deleting ideas | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 572 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 4: p. 572 | First My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 5: p. 609 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 5: p. 609 | Both My Turns |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 6: p. 212 | Revise Sentence Structure checklist, fourth item |
| | | | 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: | (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity | (iii) revise drafts to improve sentence structure by combining ideas | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 572 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 4: p. 572 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 364 | Entire page except My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 4: p. 364 | My Turn |
| | | | 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) | | | |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity | (iv) revise drafts to improve sentence structure by rearranging ideas for coherence | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 572 | Top of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 4: p. 572 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 363 | First paragraph and chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 4: p. 363 | Both My Turns |
| | | | 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: | (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity | (v) revise drafts to improve sentence structure by rearranging ideas for clarity | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 189 | Second paragraph and second bulleted box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 5: p. 189 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 363 | First paragraph and chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 4: p. 363 | Both My Turns |
| | | | 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: | (C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity | (vi) revise drafts to improve word choice by adding ideas | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 147 | First paragraph with bulleted list |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 147 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 5: p. 609 | Top half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 573 | Entire page except My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 4: p. 573 | 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>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> | <p>(vii) revise drafts to improve word choice by deleting ideas</p> | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 573 | Entire page except My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 4: p. 573 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 5: p. 609 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 5: p. 609 | Both My Turns |
| | | | Teacher Only | (Drop-down selection) Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> | <p>(viii) revise drafts to improve word choice by combining ideas</p> | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 364 | Entire page except My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 4: p. 364 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 189 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 5: p. 189 | Both My Turns |
| | | | Teacher Only | (Drop-down selection) Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> | <p>(ix) revise drafts to improve word choice by rearranging ideas for coherence</p> | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 573 | Entire page except My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 4: p. 573 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 189 | First paragraph and first bulleted box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 5: p. 189 | Both My Turns |
| | | | Teacher Only | (Drop-down selection) Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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>(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> | <p>(x) revise drafts to improve word choice by rearranging ideas for clarity</p> | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 189 | Second paragraph and second bulleted box |
| | | | | | | | |

| 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 | 9780134906386 | Unit 3: Week 5: p. 189 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 573 | Entire page except My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 4: p. 573 | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; 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 simple sentences with subject-verb agreement | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 5: p. 402 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 5: p. 402 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 366 | First paragraph, first chart, second paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 5: p. 403 | First paragraph and chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 5: p. 403 | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; 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 complete compound sentences with subject-verb agreement</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 4: Week 4: p. 366</p> | <p>Third paragraph, second chart</p> | | | | | |
| | | | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 2: Week 6: p. 423</p> | <p>Conventions checklist</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>(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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; 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 complete simple sentences with avoidance of splices</p> | <p>Student/Teacher</p> | <p>Narrative</p> |
| <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 1: Week 4: p. 146</p> | <p>My Turn</p> | | | | | | | | |
| <p>Student/Teacher</p> | <p>(Drop-down selection)</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 |
|--|--|--|-----------------|-----------------------|----------------|------------------------|--|
| | | | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; 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 complete compound sentences with avoidance of splices | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 146 | First Paragraph and Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 146 | 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>(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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(v) edit drafts using standard English conventions, including complete simple sentences with avoidance of run-ons</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 3: p. 110</p> | <p>Second paragraph and second box</p> |
| | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 1: Week 3: p. 110</p> | <p>My Turn</p> |
| | | | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 4: p. 146</p> | <p>First Paragraph and Chart</p> |
| | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 1: Week 4: p. 146</p> | <p>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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(vi) edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 3: p. 110</p> | <p>Second paragraph and second box</p> |
| | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 1: Week 3: p. 110</p> | <p>My Turn</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 | Narrative | 9780134906386 | Unit 1: Week 4: p. 146 | First Paragraph and Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 146 | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | (vii) edit drafts using standard English conventions, including complete simple sentences with avoidance of fragments | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 192 | First Paragraph and Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 5: p. 192 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 3: p. 110 | First paragraph and first box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 3: p. 110 | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; 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 complete compound sentences with avoidance of fragments</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 5: p. 192</p> | <p>First Paragraph and Chart</p> |
| | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 1: Week 5: p. 192</p> | <p>My Turn</p> |
| | | | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 3: p. 110</p> | <p>First paragraph and first box</p> |
| | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 1: Week 3: p. 110</p> | <p>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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(ix) edit drafts using standard English conventions, including past tense of irregular verbs</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 5: p. 193</p> | <p>First Paragraph and Chart</p> |
| | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 1: Week 5: p. 193</p> | <p>My Turn</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 | Narrative | 9780134906386 | Unit 3: Week 4: p. 161 | First Paragraph and Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 3: p. 112 | My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 161 | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; 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 singular nouns | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 4: p. 364 | First Paragraph and Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 4: p. 367 | Third paragraph |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 5: p. 404 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 4: p. 364 | My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 5: p. 404 | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xi) edit drafts using standard English conventions, including plural nouns</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 2: Week 4: p. 364</p> | <p>First Paragraph and Chart</p> |
| | | | | | | <p>Unit 2: Week 4: p. 364</p> | <p>My Turn</p> |
| | | | | | | <p>Unit 4: Week 4: p. 367</p> | <p>Third paragraph</p> |
| | | | | | | <p>Unit 2: Week 5: p. 404</p> | <p>First paragraph</p> |
| | | | | | | <p>Unit 2: Week 5: p. 404</p> | <p>My Turn</p> |
| | | | | | | <p>Teacher Only</p> | <p>Narrative</p> |
| | | | | | | <p>Teacher Only</p> | <p>Activity</p> |
| | | | | | | <p>Teacher Only</p> | <p>(Drop-down 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; 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 common nouns</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 2: Week 5: p. 404</p> | <p>Second paragraph</p> |
| | | | | | | <p>Unit 2: Week 5: p. 404</p> | <p>Second paragraph</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>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 |
|--|--|---|-----------------|-----------------------|----------------|------------------------|--|
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 5: p. 404 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 367 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 4: p. 367 | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | (xiii) edit drafts using standard English conventions, including proper nouns | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 5: p. 404 | Third paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 5: p. 404 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 4: p. 367 | Second paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 4: p. 367 | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xiv) edit drafts using standard English conventions, including adjectives, including their comparative forms</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 4: p. 149</p> | <p>First Paragraph and Chart</p> |
| | | | | | | <p>Unit 1: Week 4: p. 149</p> | <p>Both My Turns</p> |
| | | | | | | <p>Unit 4: Week 2: p. 286</p> | <p>Top half of page</p> |
| | | | | | | <p>Unit 1: Week 6: p. 213</p> | <p>Conventions checklist</p> |
| | | | | | | <p>Unit 4: Week 2: p. 286</p> | <p>My Turn</p> |
| | | | | | | <p></p> | <p></p> |
| | | | | | | <p></p> | <p></p> |
| | | | | | | <p></p> | <p></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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; 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 adjectives, including their superlative forms</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 4: p. 149</p> | <p>First Paragraph and Chart</p> |
| | | | | | | <p>Unit 1: Week 4: p. 149</p> | <p>First Paragraph and Chart</p> |
| | | | | | | <p></p> | <p></p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|--|--|---|-----------------|-----------------------|----------------|------------------------|--|
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 149 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 2: p. 286 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 6: p. 213 | First My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 2: p. 286 | Both My Turns |
| | | | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | (xvi) edit drafts using standard English conventions, including adverbs that convey frequency | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 4: p. 150 | First paragraph and chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 4: p. 150 | First My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 3: p. 322 | Top half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 4: p. 368 | Second paragraph and second box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 4: p. 368 | Both My Turns |
| | | | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xvii) edit drafts using standard English conventions, including adverbs that convey degree</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 4: p. 150</p> | <p>First paragraph and chart</p> |
| | | | | | | <p>Unit 1: Week 4: p. 150</p> | <p>First My Turn</p> |
| | | | | | | <p>Unit 4: Week 3: p. 322</p> | <p>Top half of page</p> |
| | | | | | | <p>Unit 2: Week 4: p. 368</p> | <p>Third paragraph and third box</p> |
| | | | | | | <p>Unit 2: Week 4: p. 368</p> | <p>Both My Turns</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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xviii) edit drafts using standard English conventions, including prepositions</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 3: Week 1: p. 38</p> | <p>First Paragraph and Chart</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 | 9780134906386 | Unit 3: Week 1: p. 38 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 575 | Entire page except My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 163 | First Paragraph and Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 163 | Both My Turns |
| | | | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; 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 prepositional phrases | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 1: p. 38 | First Paragraph and Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 1: p. 38 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 575 | Entire page except My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 163 | First Paragraph and Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 4: p. 575 | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xx) edit drafts using standard English conventions, including pronouns, including reflexive</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 4: p. 151</p> | <p>Entire page except My Turn</p> | | | |
| | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 1: Week 4: p. 151</p> | <p>Entire page except My Turn</p> |
| | | | | | | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 4: Week 1: p. 250</p> | <p>My Turn</p> |
| | | | | | | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 3: Week 4: p. 165</p> | <p>First Paragraph and Chart</p> |
| | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 3: Week 4: p. 165</p> | <p>Both My Turns</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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xxi) edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 2: p. 78</p> | <p>Entire page except My Turn</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 | 9780134906386 | Unit 1: Week 2: p. 78 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 164 | Top half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 4: p. 369 | Entire page except My Turns |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 4: p. 369 | Both My Turns |
| | | | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; 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 coordinating conjunctions to form compound predicates | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 78 | Entire page except My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 2: p. 78 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 164 | Top half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 4: p. 369 | Entire page except My Turns |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 4: p. 369 | Both My Turns |
| | | | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xxiii) edit drafts using standard English conventions, including coordinating conjunctions to form compound sentences</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 2: Week 1: p. 256</p> | <p>Top half of page</p> |
| | | | | | | <p>Unit 2: Week 1: p. 256</p> | <p>My Turn</p> |
| | | | | | | <p>Unit 2: Week 4: p. 369</p> | <p>Entire page except My Turns</p> |
| | | | | | | <p>Unit 3: Week 4: p. 164</p> | <p>Top half of page</p> |
| | | | | | | <p>Unit 3: Week 4: p. 164</p> | <p>Both My Turns</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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xxiv) edit drafts using standard English conventions, including capitalization of historical periods</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 2: Week 4: p. 367</p> | <p>Top half of page</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 |
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| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 4: p. 367 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 190 | First paragraph and first box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 5: p. 190 | Both My Turns |
| | | | 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) | | | |
| (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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | (xxv) edit drafts using standard English conventions, including capitalization of historical events | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 4: p. 367 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 4: p. 367 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 190 | First paragraph and first box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 5: p. 190 | Both My Turns |
| | | | 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 | | | | | |
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| <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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; 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 capitalization of historical documents</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 2: Week 4: p. 367</p> | <p>Top half of page</p> | | | | | |
| | | | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 2: Week 4: p. 367</p> | <p>Both My Turns</p> |
| | | | | | | | | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 3: Week 5: p. 190</p> | <p>First paragraph and first box</p> |
| | | | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 3: Week 5: p. 190</p> | <p>Both My Turns</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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xxvii) edit drafts using standard English conventions, including capitalization of titles of books</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 2: Week 4: p. 367</p> | <p>Top half of page</p> | | | | | |
| | | | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 2: Week 4: p. 367</p> | <p>Both My Turns</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 |
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| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 5: p. 190 | Both My Turns |
| | | | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; 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 capitalization of titles of stories | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 4: p. 367 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 4: p. 367 | Both My Turns |
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| | | | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xxix) edit drafts using standard English conventions, including capitalization of titles of essays</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 2: Week 4: p. 367</p> | <p>Top half of page</p> | | | |
| | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 2: Week 4: p. 367</p> | <p>Both My Turns</p> |
| | | | | | | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 3: Week 5: p. 190</p> | <p>First paragraph and first box</p> |
| | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 3: Week 5: p. 190</p> | <p>Both My Turns</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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xxx) edit drafts using standard English conventions, including capitalization of languages</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 2: Week 4: p. 367</p> | <p>Top half of page</p> | | | |
| | | | | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 2: Week 4: p. 367</p> | <p>Both My Turns</p> |

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| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 5: p. 190 | Both My Turns |
| | | | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | (xxx) edit drafts using standard English conventions, including capitalization of races | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 4: p. 367 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 4: p. 367 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 5: p. 190 | First paragraph and first box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 5: p. 190 | Both My Turns |
| | | | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xxxii) edit drafts using standard English conventions, including capitalization of nationalities</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 2: Week 4: p. 367</p> | <p>Top half of page</p> |
| | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 2: Week 4: p. 367</p> | <p>Both My Turns</p> |
| | | | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 3: Week 5: p. 190</p> | <p>First paragraph and first box</p> |
| | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 3: Week 5: p. 190</p> | <p>Both My Turns</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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xxxiii) edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 5: p. 194</p> | <p>Top half of page</p> |
| | | | <p>Student/Teacher</p> | <p>Activity</p> | <p>9780134906386</p> | <p>Unit 1: Week 5: p. 194</p> | <p>My Turn</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 | Narrative | 9780134906386 | Unit 3: Week 4: p. 162 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 162 | Both My Turns |
| | | | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | (xxxiv) edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 194 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 5: p. 194 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 4: p. 162 | Top half of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: p. 256 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 1: p. 256 | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xxxv) edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 1: Week 5: p. 194</p> | <p>Top half of page</p> |
| | | | | | | <p>Unit 1: Week 3: p. 114</p> | <p>My Turn</p> |
| | | | | | | <p>Unit 1: Week 3: p. 114</p> | <p>Top half of page</p> |
| | | | | | | <p>Unit 3: Week 4: p. 162</p> | <p>Top half of page</p> |
| | | | | | | <p>Unit 3: Week 4: p. 162</p> | <p>Both My Turns</p> |
| | | | | | | <p></p> | <p>Teacher Only Narrative</p> |
| | | | | | | <p></p> | <p>Teacher Only Activity</p> |
| | | | | | | <p></p> | <p>Teacher Only (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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xxxvi) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns</p> | <p>Student/Teacher</p> | <p>Narrative</p> | <p>9780134906386</p> | <p>Unit 2: Week 2: p. 297</p> | <p>First paragraph</p> |
| | | | | | | <p></p> | <p>Teacher Only Narrative</p> |
| | | | | | | <p></p> | <p>Teacher Only Activity</p> |
| | | | | | | <p></p> | <p>Teacher Only (Drop-down selection)</p> |
| | | | | | | <p></p> | <p>Teacher Only (Drop-down selection)</p> |
| | | | | | | <p></p> | <p>Teacher Only Narrative</p> |
| | | | | | | <p></p> | <p>Teacher Only Activity</p> |
| | | | | | | <p></p> | <p>Teacher Only (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 |
|--|--|--|-----------------|-----------------------|----------------|-------------------------------------|--|
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 297 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 574 | First paragraph and chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 71 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Additional Practice: Spelling p. 95 | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | (xxxvii) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 2: p. 77 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 4: p. 364 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 4: p. 574 | First paragraph and chart |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 4: p. 364 | First Paragraph and Chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 4: p. 574 | 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 simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey frequency and adverbs that convey degree; (vi) prepositions and prepositional phrases; (vii) pronouns, including reflexive; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (x) punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> | <p>(xxxviii) edit drafts using standard English conventions, including correct spelling of high-frequency words</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 193 | First two paragraphs and charts |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 3: p. 112 | My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 3: p. 112 | Top of Page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 4: p. 161 | Both My Turns |
| | | | 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>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> | <p>(E) publish written work for appropriate audiences</p> | <p>(i) publish written work for appropriate audiences</p> | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 5: p. 195 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 5: p. 611 | My Turn first and second questions |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 5: p. 611 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 5: p. 195 | My Turn first question |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 5: p. 405 | My Turn |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| | | | Teacher Only | (Drop-down selection) | | | |
| <p>(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:</p> | <p>(A) compose literary texts such as personal narratives and poetry using genre characteristics and craft</p> | <p>(i) compose literary texts using genre characteristics</p> | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 2: p. 75 | First paragraph and box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 2: p. 75 | Both My Turns |

| 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 | 9780134906386 | Unit 5: Week 3: p. 538 | First two paragraphs |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 3: p. 540 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 3: p. 538 | Both My Turns |
| | | | 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: | (A) compose literary texts such as personal narratives and poetry using genre characteristics and craft | (ii) compose literary texts using craft | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 3: p. 114 | First paragraph and box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 3: p. 114 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 2: p. 496 | Top third of page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 1: p. 461 | First two paragraphs |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 2: p. 496 | Both My Turns |
| | | | 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 brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | (i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 1: p. 257 | First two paragraphs |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 299 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 6: p. 416 | First two paragraphs and first bulleted item |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 299 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 6: p. 416 | Now You Try It paragraph and first checklist item |
| | | | 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 brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | (ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 302 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 302 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 331 | First paragraph and bulleted list |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 331 | Both My Turns |
| | | | 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 |
|---|---|--|-----------------|-----------------------|----------------|------------------------|--|
| (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 brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | (iii) compose informational texts, including brief compositions that convey information about a topic, using craft | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 2: p. 299 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 2: p. 299 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 3: p. 334 | First paragraph and box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 3: p. 334 | Both My Turns |
| | | | Student/Teacher | (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: | (C) compose argumentative texts, including opinion essays, using genre characteristics and craft | (i) compose argumentative texts, including opinion essays, using genre characteristics | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 2: p. 289 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 2: p. 289 | Second My Turn |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 2: p. 488 | Entire page except Weekly Question |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 3: p. 323 | First paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 3: p. 323 | Both My Turns |
| | | | 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: | (C) compose argumentative texts, including opinion essays, using genre characteristics and craft | (ii) compose argumentative texts, including opinion essays, using craft | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 2: p. 290 | First paragraph and box |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 2: p. 290 | Both My Turns |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 2: p. 488 | Entire page except Weekly Question |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 3: p. 325 | First three paragraphs |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 3: p. 325 | Second 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: | (D) compose correspondence that requests information | (i) compose correspondence that requests information | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 6: p. 414 | Entire page |
| | | | 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 | 9780134906386 | Unit 4: Week 6: p. 415 | Collaborate, Specific Questions We Want to Ask |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 6: p. 620 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 6: p. 621 | 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) | | | |
| (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 and clarify questions on a topic for formal and informal inquiry | (i) generate questions on a topic for formal inquiry | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 6: p. 620 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 6: p. 415 | Entire page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 6: p. 414 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 6: p. 621 | 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) | | | |
| (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 and clarify questions on a topic for formal and informal inquiry | (ii) clarify questions on a topic for formal inquiry | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 6: p. 414 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 6: p. 415 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 6: p. 621 | 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) | | | |
| (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 and clarify questions on a topic for formal and informal inquiry | (iii) generate questions on a topic for informal inquiry | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 6: p. 200 | Research Articles |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 6: p. 200 | Generate Questions |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 1: p. 15 | First paragraph of black text in righthand sidebar |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 6: p. 410 | Research Articles, Generate Questions |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 6: p. 196 | Research Articles, Generate Questions |
| | | | 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: | (A) generate and clarify questions on a topic for formal and informal inquiry | (iv) clarify questions on a topic for informal inquiry | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 6: p. 200 | Research Articles |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 5: p. 369 | Turn and Talk |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 1: p. 15 | First paragraph of black text in righthand sidebar |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 6: p. 410 | Research Articles, Generate Questions |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 6: p. 616 | Research Articles, Generate Questions |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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 | 9780134906386 | Unit 1: Week 6: p. 200 | Research Articles |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 6: p. 203 | Entire page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 6: p. 410 | Research Articles |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 6: p. 413 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 6: p. 199 | Entire page |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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 | 9780134906386 | Unit 1: Week 6: p. 200 | Research Articles |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 6: p. 203 | Entire page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 6: p. 616 | Research Articles |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 6: p. 619 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 6: p. 199 | Entire page |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| | | | 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 information from a variety of sources | (i) identify relevant information from a variety of sources | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 6: pp. 206-207 | Incorporate Media entire page, Collaborate first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 6: p. 207 | Finding Facts in Online Archives entire page, Collaborate first paragraph |

| Knowledge and Skills Statement | Student Expectation | Breakout | Item Type | Citation Type | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|--|--|--|-----------------|-----------------------|----------------|-----------------------------|---|
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 6: p. 620 | Reach Out to a Pro, entire page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 6: p. 626 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 6: p. 627 | Entire page |
| | | | 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 information from a variety of sources | (ii) gather relevant information from a variety of sources | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 6: pp. 206-207 | Incorporate Media entire page, Collaborate first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 6: p. 207 | Entire page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 6: p. 620 | Reach Out to a Pro, entire page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 6: p. 626 | Finding Facts in Online Archives entire page, Collaborate first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 6: p. 627 | Entire page |
| | | | 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 | 9780134906386 | Unit 1: Week 6: p. 208 | First paragraph and chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 6: pp. 208-209 | Both Collaborates |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 6: p. 624 | Entire page except Collaborate |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 6: pp. 624-625 | Both Collaborates |
| | | | 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 | (ii) identify secondary sources | Student/Teacher | Narrative | 9780134906386 | Unit 1: Week 6: p. 208 | First paragraph and chart |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 6: pp. 208-209 | Both Collaborates |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 6: p. 624 | Entire page except Collaborate |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 6: pp. 624-625 | Both Collaborates |
| | | | 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: | (E) demonstrate understanding of information gathered | (i) demonstrate understanding of information gathered | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 6: p. 207 | Incorporate Media entire page, Collaborate first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 6: p. 207 | Entire page |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 6: p. 420 | Incorporate Media entire page, Collaborate first paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 6: p. 421 | Entire page |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| (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) recognize the difference between paraphrasing and plagiarism when using source materials | (i) recognize the difference between paraphrasing and plagiarism when using source materials | Student/Teacher | Narrative | 9780134906386 | Unit 3: Week 6: p. 204 | Top half of page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 6: p. 204 | Collaborate box |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 5: Week 6: p. 626 | Third paragraph |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 3: Week 6: p. 205 | Entire page |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 6: p. 629 | Conventions checklist, fourth item |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| (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) develop a bibliography | (i) develop a bibliography | Student/Teacher | Narrative | 9780134906386 | Unit 2: Week 6: p. 418 | Entire page except Collaborate |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 2: Week 6: p. 418 | Collaborate |
| | | | Student/Teacher | Narrative | 9780134906386 | Unit 4: Week 6: p. 418 | Entire page except Collaborate |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 6: p. 418 | Collaborate |
| | | | Student/Teacher | (Drop-down selection) | | | |
| | | | Teacher Only | Narrative | | | |
| | | | Teacher Only | Activity | | | |
| (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: | (H) 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 | 9780134906386 | Unit 1: Week 5: p. 195 | Publish and Celebrate, First Three Sentences |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 1: Week 5: p. 195 | Publish and Celebrate, My Turn |
| | | | Student/Teacher | Activity | 9780134906386 | Unit 5: Week 6: p. 630 | Collaborate |
| | | | 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 |
|--------------------------------|---------------------|----------|-----------------|-----------------------|----------------|------------------------|--|
| | | | Student/Teacher | Activity | 9780134906386 | Unit 4: Week 6: p. 424 | 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) | | | |

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|--|--|
| Proclamation 2019 Correlations to the English Language Proficiency Standards (ELPS): Student Material | |
| Subject | Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading |
| Subchapter | Subchapter A. Elementary |
| Course | 110.6. English Language Arts and Reading, Grade 4 |
| Publisher | Pearson Education, Inc., publishing as Scott Foresman |
| Program Title | Texas myView Literacy - Online, Grade 4 |
| Program ISBN | 9780134906386 |

(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 |
|---|---|--|----------------------|----------------|-----------|--|
| <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>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>(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>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>(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>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>(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p> | <p>(i) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p> | <p>(ii) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p> | <p>(iii) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p> | <p>(iv) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|--|--|---|----------------------|----------------|----------|--|
| (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (F) use accessible language and learn new and essential language in the process | (i) use accessible language and learn new and essential language in the process | NA | NA | NA | NA |
| (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations | (i) demonstrate an increasing ability to distinguish between formal and informal English | NA | NA | NA | NA |
| (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations | (ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations | NA | NA | NA | NA |
| (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations | (i) develop and expand repertoire of learning strategies | NA | NA | NA | NA |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|--|--|--|----------------------|----------------|-----------|--|
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(A) distinguish sounds and intonation patterns of English with increasing ease</p> | <p>(i) distinguish sounds of English with increasing ease</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(A) distinguish sounds and intonation patterns of English with increasing ease</p> | <p>(ii) distinguish intonation patterns of English with increasing ease</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p> | <p>(i) recognize elements of the English sound system in newly acquired vocabulary</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(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> |
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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(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> |
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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(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> |
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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</p> | <p>(i) listen to and derive meaning from a variety of media to build and reinforce concept attainment</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</p> | <p>(ii) listen to and derive meaning from a variety of media to build and reinforce language attainment</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> | <p>(i) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> | <p>(ii) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> | <p>(iii) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> | <p>(iv) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> | <p>(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> |

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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> | <p>(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> |

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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p> | <p>(ii) understand information in increasingly complex spoken language commensurate with grade-level learning expectations</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p> | <p>(i) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p> | <p>(ii) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p> | <p>(iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs</p> | <p>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> |
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| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p> | <p>(i) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p> | <p>(i) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p> | <p>(ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
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| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p> | <p>(i) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p> | <p>(ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

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| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p> | <p>(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> |
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| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p> | <p>(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> |
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| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p> | <p>(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> |
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| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(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> |

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| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p> | <p>(i) narrate with increasing specificity and detail as more English is acquired</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p> | <p>(ii) describe with increasing specificity and detail as more English is acquired</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

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| <p>(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> |

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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p> | <p>(i) learn relationships between sounds and letters of the English language</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(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> |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(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> |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(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> |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(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> |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(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> |

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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(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> |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(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> |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(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> |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(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> |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(H) read silently with increasing ease and comprehension for longer periods</p> | <p>(i) read silently with increasing ease for longer periods</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(H) read silently with increasing ease and comprehension for longer periods</p> | <p>(ii) read silently with increasing comprehension for longer periods</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs</p> | <p>(ii) expand reading skills commensurate with content area needs</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs</p> | <p>(i) demonstrate English comprehension and expand reading skills by employing inferential skills</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(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>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> | <p>(i) write using newly acquired basic vocabulary</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p> | <p>(i) spell familiar English words with increasing accuracy</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p> | <p>(ii) employ English spelling pattern with increasing accuracy as more English is acquired</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p> | <p>(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> |

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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p> | <p>(i) write using a variety of grade-appropriate sentence lengths 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>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p> | <p>(ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p> | <p>(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 |
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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p> | <p>(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> |
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| Proclamation 2019 Correlations to the English Language Proficiency Standards (ELPS): Teacher Material | |
| Subject | Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading |
| Subchapter | Subchapter A. Elementary |
| Course | 110.6. English Language Arts and Reading, Grade 4 |
| Publisher | Pearson Education, Inc., publishing as Scott Foresman |
| Program Title | Texas myView Literacy - Online, Grade 4 |
| Program ISBN | 9780134906386 |

(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 |
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| (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 | 9780134921815 | Unit 3: Page T258 | ELL Targeted Support |
| | | | | 9780134921815 | Unit 4: Page T227 | 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 | 9780134921815 | Unit 3: Page T186 | ELL Targeted Support |
| | | | | 9780134921815 | Unit 4: Page T227 | ELL Targeted Support |

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| (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (B) monitor oral and written language production and employ self-corrective techniques or other resources | (i) monitor oral language production and employ self-corrective techniques or other resources | T: K–12 | 9780134921815 | Unit 2: Page T297 | ELL Targeted Support: Column 2 |
| | | | | 9780134921815 | Unit 3: Page T347 | ELL Targeted Support |
| | | | | | | |
| (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (B) monitor oral and written language production and employ self-corrective techniques or other resources | (ii) monitor written language production and employ self-corrective techniques or other resources | NA | NA | NA | NA |
| (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary | (i) use strategic learning techniques to acquire basic and grade-level vocabulary | T: K–12 S: 6–12 | 9780134921815 | Unit 1: Page T99 | ELL Targeted Support |
| | | | | 9780134921815 | Unit 2: Page T140 | ELL Targeted Support |
| | | | | | | |
| (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known) | (i) speak using learning strategies | T: K–12 S: 6–12 | 9780134921815 | Unit 1: Page T229 | ELL Targeted Support |
| | | | | 9780134921815 | Unit 3: Page T309 | ELL Targeted Support |
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| <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> |

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| <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>9780134921815</p> | <p>Unit 1: Page T178</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 2: Page T300</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 I SBN | 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> |

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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> | <p>(i) learn new language structures heard during classroom instruction and interactions</p> | <p>T: K-12</p> | <p>9780134921815</p> | <p>Unit 4: Page T142</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 5: Page T365</p> | <p>ELL Targeted Support</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> | <p>(ii) learn new expressions heard during classroom instruction and interactions</p> | <p>T: K-12</p> | <p>9780134921815</p> | <p>Unit 1: Page T37</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 3: Page T230</p> | <p>ELL Targeted Support</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> | <p>(iii) learn basic vocabulary heard during classroom instruction and interactions</p> | <p>T: K-12 S: 6-12</p> | <p>9780134921815</p> | <p>Unit 3: Page T106</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 4: Page T50</p> | <p>ELL Targeted Support</p> |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|--|--|---|----------------------------|----------------------|--------------------------|--|
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> | <p>(iv) learn academic vocabulary heard during classroom instruction and interactions</p> | <p>T: K-12 S: 6-12</p> | <p>9780134921815</p> | <p>Unit 3: Page T192</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 4: Page T126</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>9780134921815</p> | <p>Unit 1: Page T118</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 4: Page T192</p> | <p>ELL Targeted Support</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> | <p>(ii) seek clarification [of spoken language] as needed</p> | <p>T: K-12 S: 6-12</p> | <p>9780134921815</p> | <p>Unit 3: Page T178</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 4: Page T192</p> | <p>ELL Targeted Support</p> |
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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(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>9780134921815</p> | <p>Unit 1: Page T309</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 5: Page T322</p> | <p>ELL Targeted Support</p> |
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| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
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| <p>(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 I ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> | <p>(ii) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> | <p>(iii) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> | <p>(iv) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> | <p>(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> |

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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> | <p>(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> |

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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p> | <p>(ii) understand information in increasingly complex spoken language commensurate with grade-level learning expectations</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p> | <p>(i) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p> | <p>(ii) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |

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| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p> | <p>(iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs</p> | <p>T: K-12 S: 6-12</p> | <p>9780134921815</p> | <p>Unit 3: Page T64</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 3: Page T262</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>9780134921815</p> | <p>Unit 3: Page T272</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 5: Page T293</p> | <p>ELL Targeted Support</p> |
| | | | | | | |
| <p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p> | <p>(v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs</p> | <p>T: K-12 S: 6-12</p> | <p>9780134921815</p> | <p>Unit 4: Page T118</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 4: Page T377</p> | <p>ELL Targeted Support</p> |
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|--|---|--|----------------------------|----------------------|--------------------------|--|
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p> | <p>(i) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p> | <p>(i) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p> | <p>(ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures</p> | <p>T: K–12 S: 6–12</p> | <p>9780134921815</p> | <p>Unit 3: Page T69</p> | <p>ELL Targeted Support: Column 1</p> |
| | | | | <p>9780134921815</p> | <p>Unit 4: Page T101</p> | <p>ELL Targeted Support</p> |
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| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p> | <p>(iii) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication</p> | <p>T: K-12 S: 6-12</p> | <p>9780134921815</p> | <p>Unit 3: Page T222</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 5: Page T369</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>9780134921815</p> | <p>Unit 1: Page T258</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 2: Page T138</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>9780134921815</p> | <p>Unit 1: Page T126</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 2: Page T52</p> | <p>ELL Targeted Support</p> |

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|--|---|--|----------------------------|----------------------|--------------------------|--|
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p> | <p>(ii) speak using grade-level content area vocabulary in context to build academic language proficiency</p> | <p>T: K-12 S: 6-12</p> | <p>9780134921815</p> | <p>Unit 2: Page T268</p> | <p>ELL Targeted Support</p> |
| | | | | | <p>9780134921815</p> | <p>Unit 3: Page T44</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>9780134921815</p> | <p>Unit 3: Page T52</p> | <p>ELL Targeted Support</p> |
| | | | | | <p>9780134921815</p> | <p>Unit 4: Page T373</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>9780134921815</p> | <p>Unit 3: Page T266</p> | <p>ELL Targeted Support</p> |
| | | | | | <p>9780134921815</p> | <p>Unit 5: Page T50</p> |

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|--|---|--|----------------------------|----------------------|--------------------------|--|
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p> | <p>(ii) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p> | <p>T: K–12 S: 6–12</p> | <p>9780134921815</p> | <p>Unit 3: Page T266</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 4: Page T62</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>9780134921815</p> | <p>Unit 1: Page T58</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 1: Page T190</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>9780134921815</p> | <p>Unit 3: Page T50</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 3: Page T270</p> | <p>ELL Targeted Support</p> |

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|--|--|---|----------------------|----------------|-----------|--|
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p> | <p>(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 I 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>9780134921815</p> | <p>Unit 2: Page T336</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 3: Page T260</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> |

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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p> | <p>(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>9780134921815</p> | <p>Unit 1: Page T262</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 4: Page T346</p> | <p>ELL Targeted Support</p> |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(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>9780134921815</p> | <p>Unit 5: Page T21</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 5: Page T361</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>9780134921815</p> | <p>Unit 3: Page T278</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 5: Page T46</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>9780134921815</p> | <p>Unit 1: Page T348</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 1: Page T72</p> | <p>ELL Targeted Support</p> |

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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(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>9780134921815</p> | <p>Unit 1: Page T96</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 2: Page T100</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 4: Page T166</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>9780134921815</p> | <p>Unit 2: Page T60</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 4: Page T237</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>9780134921815</p> | <p>Unit 1: Page T89</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 2: Page T21</p> | <p>ELL Targeted Support</p> |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Component ISBN | Page (s) | Specific Location or Hyperlink to Location for Electronic Programs |
|---|--|--|----------------------------|----------------------|--------------------------|--|
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p> | <p>(ii) use visual and contextual support to enhance and confirm understanding</p> | <p>T: K-12 S: 6-12</p> | <p>9780134921815</p> | <p>Unit 1: Page T28</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 1: Page T114</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 1: Page T219</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>9780134921815</p> | <p>Unit 3: Page T40</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 5: Page T87</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>9780134921815</p> | <p>Unit 2: Page T93</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 5: Page T227</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>9780134921815</p> | <p>Unit 1: Page T122</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 2: Page T60</p> | <p>ELL Targeted Support: Column 1</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>9780134921815</p> | <p>Unit 4: Page T190</p> | <p>ELL Targeted Support</p> |
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| 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>9780134921815</p> | <p>Unit 3: Page T299</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 5: Page T186</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>9780134921815</p> | <p>Unit 1: Page T344</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 5: Page T206</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>9780134921815</p> | <p>Unit 3: Page T147</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 5: Page T94</p> | <p>ELL Targeted Support</p> |

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|---|--|---|----------------------------|----------------------|--------------------------|--|
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(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>9780134921815</p> | <p>Unit 1: Page T186</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 5: Page T186</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>9780134921815</p> | <p>Unit 1: Page T162</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 3: Page T42</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 3: Page T262</p> | <p>ELL Targeted Support</p> |
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|---|---|--|----------------------------|----------------------|--------------------------|--|
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(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>9780134921815</p> | <p>Unit 3: Page T326</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 5: Page T194</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>9780134921815</p> | <p>Unit 2: Page T74</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 3: Page T122</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>9780134921815</p> | <p>Unit 1: Page T207</p> | <p>ELL Targeted Support: Column 1</p> |
| | | | | <p>9780134921815</p> | <p>Unit 1: Page T275</p> | <p>ELL Targeted Support</p> |

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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> | <p>(ii) write using content-based grade-level vocabulary</p> | <p>T: K-12 S: 6-12</p> | <p>9780134921815</p> | <p>Unit 3: Page T188</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 4: Page T79</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>(i) spell familiar English words with increasing accuracy</p> | <p>T: K-12 S: 6-12</p> | <p>9780134921815</p> | <p>Unit 4: Page T202</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 4: Page T346</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>9780134921815</p> | <p>Unit 3: Page T340</p> | <p>ELL Targeted Support</p> |

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| | | | | 9780134921815 | Unit 4: Page T66 | ELL Targeted Support |
| | | | | 9780134921815 | Unit 4: Page T134 | 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 | 9780134921815 | Unit 2: Page T68 | ELL Targeted Support |
| | | | | 9780134921815 | Unit 2: Page T206 | ELL Targeted Support |
| | | | | 9780134921815 | Unit 3: Page T128 | 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 | 9780134921815 | Unit 2: Page T350 | ELL Targeted Support |
| | | | | 9780134921815 | Unit 3: Page T130 | ELL Targeted Support |
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| 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>9780134921815</p> | <p>Unit 1: Page T275</p> | <p>ELL Targeted Support: Column 2</p> |
| | | | | <p>9780134921815</p> | <p>Unit 4: Page T74</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>(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>9780134921815</p> | <p>Unit 3: Page T202</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 5: Page T281</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>(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>9780134921815</p> | <p>Unit 2: Page T150</p> | <p>ELL Targeted Support</p> |

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| | | | | 9780134921815 | Unit 3: Page T207 | ELL Targeted Support |
| | | | | 9780134921815 | Unit 3: Page T287 | 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> | 9780134921815 | Unit 1: Page T188 | ELL Targeted Support |
| | | | | 9780134921815 | Unit 3: Page T347 | 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>(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> | 9780134921815 | Unit 4: Page T287 | ELL Targeted Support: Column 1 |
| | | | | 9780134921815 | Unit 5: Page T281 | ELL Targeted Support |

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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p> | <p>(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>9780134921815</p> | <p>Unit 3: Page T287</p> | <p>ELL Targeted Support: Column 2</p> |
| | | | | <p>9780134921815</p> | <p>Unit 4: Page T215</p> | <p>ELL Targeted Support</p> |
| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p> | <p>(i) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p> | <p>T: K-12 S: 6-12</p> | <p>9780134921815</p> | <p>Unit 2: Page T210</p> | <p>ELL Targeted Support</p> |
| | | | | <p>9780134921815</p> | <p>Unit 2: Page T276</p> | <p>ELL Targeted Support</p> |
| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p> | <p>(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>9780134921815</p> | <p>Unit 2: Page T81</p> | <p>ELL Targeted Support: Column 2</p> |

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| | | | | 9780134921815 | Unit 3: Page T135 | ELL Targeted Support |
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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p> | <p>(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> | 9780134921815 | Unit 4: Page T147 | ELL Targeted Support: Column 1 |
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