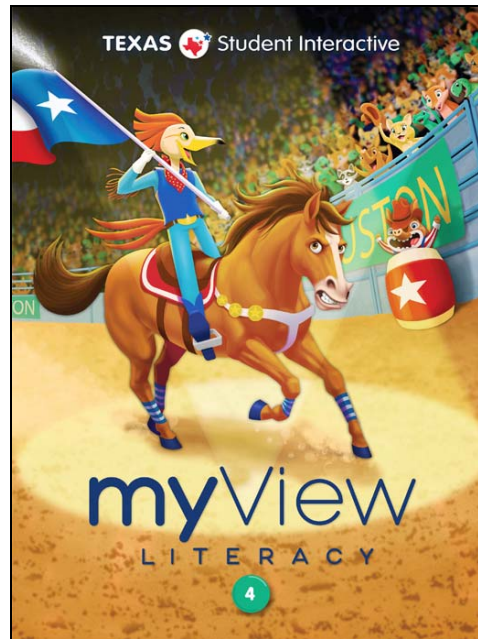


**Correlations of
Texas myView Literacy
Grade 4, ©2020
Print + Online**



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

<i>Proclamation 2019</i> 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 - Print + Online, Grade 4
Program ISBN	9780134919959
TEKS %	100.00

(a) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively, ask relevant questions to clarify information, and make pertinent comments	(i) listen actively	Student/Teacher	Narrative	'9780328941735	Unit 5: Week 1: p. 454	Reflect and Share: Listen Actively and Ask Questions
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 1: p. 15	Turn and Talk
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 1: p. 32	Ask Questions and Ask Pertinent Comments
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 1: p. 32	Ask Questions and Make Pertinent Comments
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 1: p. 454	Listen Actively and Ask Questions
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 1: p. 454	Listen Actively and Ask Questions

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	'9780328941735	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	'9780328941735	Unit 3: Week 1: p. 32	Ask Questions and Ask Pertinent Comments
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 2: p. 264	Turn and Talk
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 5: Week 3: p. 530	Reflect and Share, Oral Instructions
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 5: Week 3: p. 530	Reflect and Share, Oral Instructions
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 5: Week 3: p. 530	Reflect and Share, Oral Instructions
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 5: p. 182	Speak to Be Heard
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 5: p. 396	Use Accurate Information
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 5: p. 602	Communicate Ideas Effectively
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 5: p. 602	Communicate Ideas Effectively
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 1: p. 38	Express an Opinion
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 5: p. 602	Communicate Ideas Effectively
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 5: p. 602	Communicate Ideas Effectively
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 182	Speak to Be Heard
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 1: p. 38	Express an Opinion
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 6: p. 210	Collaborate
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 5: p. 602	Communicate Ideas Effectively
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 5: Week 5: p. 602	Communicate Ideas Effectively
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 5: p. 396	Communicate Ideas
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 6: p. 210	Collaborate
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 5: p. 396	Use Accurate Information
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 5: Week 5: p. 602	Communicate Ideas Effectively
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 2: Week 6: p. 410	Research Articles
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 6: p. 199	Plan Your Research, last paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 6: p. 410	Collaborate
			Student/Teacher	Narrative	'9780328941735	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	'9780328941728	Unit 2: Week 1: p. 252	Top of page					
								Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 2: Week 1: p. 252	Top of page					
								Student/Teacher	Activity	'9780328941728	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>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941728</p>	<p>Unit 2: Week 3: p. 326</p>	<p>Top of page</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</p>	<p>Unit 2: Week 3: p. 326</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>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>(iv) demonstrate phonetic knowledge by decoding words with specific orthographic rules, including irregular plurals</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941728</p>	<p>Unit 2: Week 3: p. 326</p>	<p>Top of page</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</p>	<p>Unit 2: Week 3: p. 326</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>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>(v) demonstrate phonetic knowledge by decoding multisyllabic words with closed syllables</p>	Student/Teacher	Narrative	'9780328941735	Additional Practice: Word Study: p. 92	Top of page
			Student/Teacher	Activity	'9780328941735	Additional Practice: Word Study: p. 92	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 156	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Additional Practice: Word Study: p. 92	Top of page
			Student/Teacher	Activity	'9780328941735	Additional Practice: Word Study: p. 92	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 156	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 3: p. 106	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 3: p. 106	My Turn
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 3: p. 109	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 4: p. 142	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 2: Week 2: p. 294	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 3: Week 2: p. 68	Top of page
			Student/Teacher	Activity	'9780328941735	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>	Student/Teacher	Narrative	'9780328941735	Unit 3: Week 3: p. 108	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 3: p. 108	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>(xii) demonstrate phonetic knowledge by decoding words using advanced knowledge of syllable division patterns</p>	Student/Teacher	Narrative	'9780328941735	Unit 4: Week 3: p. 318	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 3: p. 318	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 3: p. 532	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 3: p. 532	My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<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	'9780328941728	Unit 1: Week 5: p. 188	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 5: p. 188	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 358	Top of page
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 1: p. 246	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 2: p. 74	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 2: p. 74	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 2: p. 490	Top of page
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 2: p. 282	Top of page
			Student/Teacher	Activity	'9780328941735	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>	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 4: p. 142	High-Frequency Words
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 142	High-Frequency Words
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 4: p. 566	High-Frequency Words
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 4: p. 566	High-Frequency Words
			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>(xvi) demonstrate phonetic knowledge by reading high-frequency words from a research-based list</p>	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 4: p. 142	High-Frequency Words
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 142	High-Frequency Words
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 4: p. 566	High-Frequency Words
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 4: p. 566	High-Frequency Words
			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>(xvii) apply phonetic knowledge by decoding words with specific orthographic patterns, including regular plurals</p>	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 1: p. 252	Top of page					
								Student/Teacher	Activity	'9780328941728	Unit 2: Week 1: p. 252	My Turn
								Student/Teacher	Narrative	'9780328941728	Additional Practice: Word Study, p. 45	Entire page
								Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 45	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>(xviii) apply phonetic knowledge by decoding words with specific orthographic rules, including regular plurals</p>	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 1: p. 252	Top of page					
								Student/Teacher	Activity	'9780328941728	Unit 2: Week 1: p. 252	My Turn
								Student/Teacher	Narrative	'9780328941728	Additional Practice: Word Study, p. 45	Entire page
								Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 45	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>(xviii) apply phonetic knowledge by decoding words with specific orthographic rules, including regular plurals</p>	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 1: p. 252	Top of page					
								Student/Teacher	Activity	'9780328941728	Unit 2: Week 1: p. 252	My Turn
								Student/Teacher	Narrative	'9780328941728	Additional Practice: Word Study, p. 45	Entire page
								Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 45	Entire page
								Student/Teacher	(Drop-down selection)			
								Teacher Only	Narrative			
								Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<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	'9780328941728	Unit 2: Week 3: p. 326	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 3: p. 326	My Turn
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 2: Week 3: p. 326	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 3: p. 326	My Turn
			Student/Teacher	Narrative	'9780328941728	Additional Practice: Word Study, p. 47	Entire page
			Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 47	Entire page
			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>(xxi) apply phonetic knowledge by decoding multisyllabic words with closed syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941735</p>	<p>Unit 3: Week 4: p. 156</p>	<p>Top of page</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941735</p>	<p>Unit 3: Week 4: p. 156</p>	<p>My Turn</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941735</p>	<p>Additional Practice: Word Study, p. 92</p>	<p>Entire page</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941735</p>	<p>Additional Practice: Word Study, p. 92</p>	<p>Entire page</p>
						<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>									
<p>Teacher Only</p>	<p>(Drop-down selection)</p>									
<p>Teacher Only</p>	<p>(Drop-down selection)</p>									
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(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>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941735</p>	<p>Unit 3: Week 4: p. 156</p>	<p>Top of page</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941735</p>	<p>Unit 3: Week 4: p. 156</p>	<p>My Turn</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941735</p>	<p>Additional Practice: Word Study, p. 92</p>	<p>Entire page</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941735</p>	<p>Additional Practice: Word Study, p. 92</p>	<p>Entire page</p>
						<p>Student/Teacher</p>	<p>(Drop-down selection)</p>			
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</p>			
<p>Teacher Only</p>	<p>(Drop-down selection)</p>									
<p>Teacher Only</p>	<p>(Drop-down selection)</p>									
<p>Teacher Only</p>	<p>(Drop-down selection)</p>									

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>(xxiii) apply phonetic knowledge by decoding multisyllabic words with VCe syllables</p>	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 3: p. 106	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 3: p. 106	My Turn
			Student/Teacher	Narrative	'9780328941728	Additional Practice: Word Study, p. 3	Entire page
			Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 3	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> <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>(xxiv) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs</p>	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 4: p. 142	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 142	My Turn
			Student/Teacher	Narrative	'9780328941728	Additional Practice: Word Study, p. 4	Entire page
			Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 4	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>(xxv) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs</p>	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 2: p. 294	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 2: p. 294	My Turn
			Student/Teacher	Narrative	'9780328941728	Additional Practice: Word Study, p. 46	Entire page
			Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 46	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>(xxvi) apply phonetic knowledge by decoding multisyllabic words with r-controlled syllables</p>	Student/Teacher	Narrative	'9780328941735	Unit 3: Week 2: p. 68	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 2: p. 68	My Turn
			Student/Teacher	Narrative	'9780328941735	Additional Practice: Word Study, p. 90	Entire page
			Student/Teacher	Activity	'9780328941735	Additional Practice: Word Study, p. 90	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>(xxvii) apply phonetic knowledge by decoding multisyllabic words with final stable syllables</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941735</p>	<p>Unit 3: Week 3: p. 108</p>	<p>Top half of page</p>
						<p>Unit 3: Week 3: p. 108</p>	<p>My Turn</p>
						<p>Additional Practice: Word Study, p. 91</p>	<p>Entire page</p>
						<p>Additional Practice: Word Study, p. 91</p>	<p>Entire page</p>
						<p>(Drop-down selection)</p>	<p></p>
						<p>Teacher Only Narrative</p>	<p></p>
						<p>Teacher Only Activity</p>	<p></p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(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>(xxviii) apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941735</p>	<p>Unit 4: Week 3: p. 318</p>	<p>First paragraph</p>
						<p>Additional Practice: Word Study, p. 135</p>	<p>Entire page</p>
						<p>Unit 5: Week 3: p. 532</p>	<p>Top half of page</p>
						<p>Additional Practice: Word Study, p. 179</p>	<p>Entire page</p>
						<p>(Drop-down selection)</p>	<p></p>
						<p>Teacher Only Narrative</p>	<p></p>
						<p>Teacher Only Activity</p>	<p></p>
<p>(Drop-down selection)</p>	<p></p>	<p></p>	<p>Teacher Only</p>	<p>(Drop-down selection)</p>	<p></p>	<p></p>	<p></p>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate 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	(xxix) apply phonetic knowledge by decoding words using knowledge of prefixes	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 5: p. 188	Top half of page
			Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 5	Entire page
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 358	Top of page
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 4: p. 566	Top of page
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 1: p. 246	Top of page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate 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	(xxx) apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 2: p. 74	Top of page
			Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 134	Entire page
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 2: p. 490	Top of page
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 2: p. 282	Top of page
			Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 178	Entire 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:	(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	(xxx) apply phonetic knowledge by identifying high-frequency words from a research-based list	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 4: p. 142	High-Frequency Words
			Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 46	High-Frequency Words
			Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 89	High-Frequency Words
			Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 135	High-Frequency Words
			Student/Teacher	Activity	'9780328941728	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)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate 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	(xxxii) apply phonetic knowledge by reading high-frequency words from a research-based list	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 4: p. 142	High-Frequency Words
			Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 4	High-Frequency Words
			Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 46	High-Frequency Words
			Student/Teacher	Activity	'9780328941728	Additional Practice: Word Study, p. 89	High-Frequency Words
			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	(i) demonstrate spelling knowledge by spelling multisyllabic words with closed syllables	Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 159	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 4: p. 159	My Turn
			Student/Teacher	Narrative	'9780328941735	Additional Practice: Spelling, p. 97	Top of page
			Student/Teacher	Activity	'9780328941735	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	(ii) demonstrate spelling knowledge by spelling multisyllabic words with open syllables	Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 159	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 4: p. 159	My Turn
			Student/Teacher	Narrative	'9780328941735	Additional Practice: Spelling, p. 97	Top of page
			Student/Teacher	Activity	'9780328941735	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
<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	'9780328941728	Unit 1: Week 3: p. 109	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 3: p. 109	My Turn
			Student/Teacher	Narrative	'9780328941728	Additional Practice: Spelling, p.8	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 4: p. 145	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 145	My Turn
			Student/Teacher	Narrative	'9780328941728	Additional Practice: Spelling, p. 9	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 2: Week 2: p. 297	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 2: p. 297	My Turn
			Student/Teacher	Narrative	'9780328941728	Additional Practice: Spelling, p. 51	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 3: Week 2: p. 71	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 2: p. 71	My Turn
			Student/Teacher	Narrative	'9780328941735	Additional Practice: Spelling, p. 95	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 3: p. 111	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 3: p. 111	My Turn
			Student/Teacher	Narrative	'9780328941735	Additional Practice: Spelling, p. 96	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 4: p. 159	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 4: p. 159	My Turn
			Student/Teacher	Narrative	'9780328941735	Additional Practice: Spelling, p. 97	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 4: p. 159	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 4: p. 159	My Turn
			Student/Teacher	Narrative	'9780328941735	Additional Practice: Spelling, p. 97	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 3: p. 109	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 3: p. 109	My Turn
			Student/Teacher	Narrative	'9780328941728	Additional Practice: Spelling, p. 8	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 4: p. 145	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 145	My Turn
			Student/Teacher	Narrative	'9780328941728	Additional Practice: Spelling, p. 9	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 2: Week 2: p. 297	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 2: p. 297	My Turn
			Student/Teacher	Narrative	'9780328941728	Additional Practice: Spelling, p. 51	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 3: Week 2: p. 71	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 2: p. 71	My Turn
			Student/Teacher	Narrative	'9780328941735	Additional Practice: Spelling, p. 92	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 3: p. 111	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 3: p. 111	My Turn
			Student/Teacher	Narrative	'9780328941735	Additional Practice: Spelling, p. 96	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 5: p. 401	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 5: p. 401	My Turn
			Student/Teacher	Narrative	'9780328941735	Additional Practice: Spelling, p. 142	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 5: p. 401	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 5: p. 401	My Turn
			Student/Teacher	Narrative	'9780328941735	Additional Practice: Spelling, p. 142	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 3: p. 321	Top of page
			Student/Teacher	Activity	'9780328941735	Additional Practice: Spelling, p. 140	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 3: p. 535	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 3: p. 321	Top of page
			Student/Teacher	Activity	'9780328941735	Additional Practice: Spelling, p. 140	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 3: p. 535	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 3: p. 321	Top of page
			Student/Teacher	Activity	'9780328941735	Additional Practice: Spelling, p. 140	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 3: p. 535	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 3: p. 321	Top of page
			Student/Teacher	Activity	'9780328941735	Additional Practice: Spelling, p. 140	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 3: p. 535	Top of page
			Student/Teacher	Activity	'9780328941735	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	(xxi) demonstrate spelling knowledge by spelling words using knowledge of prefixes	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 5: p. 191	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 5: p. 191	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 361	Top of page
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 4: p. 569	Top of page
			Student/Teacher	Narrative	'9780328941735	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)			
(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	(xxii) apply spelling knowledge by spelling words using knowledge of prefixes	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 5: p. 191	Top of page
			Student/Teacher	Activity	'9780328941728	Additional Practice: Spelling, p. 10	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 361	Top of page
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 4: p. 569	Top of page
			Student/Teacher	Narrative	'9780328941735	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	'9780328941728	Unit 1: Week 1: p. 43	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 1: p. 43	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 2: p. 285	Top of page
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 2: p. 77	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 1: p. 43	Top of page
			Student/Teacher	Activity	'9780328941728	Additional Practice: Spelling, p. 6	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 2: p. 285	Top of page
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 2: p. 77	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 2: Week 5: p. 405	Entire page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 5: p. 195	My Turn
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 5: p. 405	Entire page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 5: p. 191	My Turn
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Volume 1: p. 426	Top of page
			Student/Teacher	Activity	'9780328941728	Volume 1: p. 426	My Turn, Turn and Talk
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 2: p. 67	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 2: p. 67	My Turn
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Volume 1: p. 426	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 3: p. 108	My Turn
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 4: p. 156	My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			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	(iii) use print or digital resources to determine pronunciation	Student/Teacher	Narrative	'9780328941728	Volume 1: 426	Top of page
			Student/Teacher	Activity	'9780328941728	Volume 1: 426	My Turn; Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

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	'9780328941728	Unit 1: Week 2: p. 64	Close Read Vocabulary in Context
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 2: p. 64	Close Read Vocabulary in Context
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 3: p. 105	Top paragraph
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 3: p. 90	Close Read Vocabulary in Context
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 3: p. 90	Close Read Vocabulary in Context
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 4: p. 134	Close Read Vocabulary in Context
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 2: p. 74	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 2: p. 74	My Turn
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 5: p. 188	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 5: p. 188	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 5: p. 188	My Turn
			Student/Teacher	Narrative	'9780328941728	Additional Practice, Word Study, p. 5	Top of page
			Student/Teacher	Activity	'9780328941728	Additional Practice, Word Study, p. 5	My Turn

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down selection)			
			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	'9780328941728	Unit 2: Week 4: p. 360	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 4: p. 360	My Turn
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 5: p. 398	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 2: Week 4: p. 360	Top of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 4: p. 360	My Turn
			Student/Teacher	Narrative	'9780328941728	Additional Practice, Word Study, p. 48	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 4: Week 5: p. 398	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 5: p. 398	My Turn
			Student/Teacher	Narrative	'9780328941735	Additional Practice, Word Study, p. 137	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 5: p. 398	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 5: p. 398	My Turn

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	'9780328941735	Additional Practice, Word Study, p. 137	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 5: p. 398	Reading-Writing Bridge Word Study
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 5: p. 398	Reading-Writing Bridge Word Study
			Student/Teacher	Narrative	'9780328941735	Additional Practice, Word Study, p. 137	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 4: p. 118	Be a Fluent Reader
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 118	Be a Fluent Reader
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 330	Be a Fluent Reader
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 4: Week 4: p. 330	Be a Fluent Reader
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 3: p. 318	Close Read Fluency note
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 3: p. 502	Be a Fluent Reader
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 350	Close Read Fluency note
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 2: Week 3: p. 306	Be a Fluent Reader
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 3: p. 306	Be a Fluent Reader
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 3: p. 502	Be a Fluent Reader
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 168	Be a Fluent Reader
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Weekly Opener: pp. 10–11	Independent Reading, both pages
			Student/Teacher	Activity	'9780328941728	Unit 1: Weekly Opener: pp. 10–11	Independent Reading, both pages
			Student/Teacher	Narrative	'9780328941735	Unit 5: Weekly Opener: pp. 428–429	Independent Reading, both pages
			Student/Teacher	Activity	'9780328941735	Unit 3: Weekly Opener: p. 13	Independent Reading, both pages
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Weekly Opener: pp. 12–13	Independent Reading, both pages
			Student/Teacher	Activity	'9780328941735	Unit 3: Weekly Opener: pp. 12–13	Independent Reading, both pages
			Student/Teacher	Narrative	'9780328941735	Unit 4: Weekly Opener: pp. 214–215	Independent Reading, both pages
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 2: p. 46	Establish Purpose
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 2: p. 46	Turn and Talk
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 2: p. 468	Establish Purpose
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 2: p. 258	Establish Purpose
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 3: p. 82	Read
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts	(ii) establish purpose for reading self-selected texts	Student/Teacher	Narrative	'9780328941728	Unit 2: Week Opener: p. 218	Independent Reading 1st paragraph and Step 1
			Student/Teacher	Activity	'9780328941728	Unit 2: Weekly Opener: p. 218	Independent Reading last paragraph
			Student/Teacher	Narrative	'9780328941735	Unit 3: Weekly Opener: p. 12	Independent Reading Step 1
			Student/Teacher	Activity	'9780328941735	Unit 3: Weekly Opener: p. 12	Independent Reading
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(i) generate questions about text before reading to deepen understanding	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 2: p. 71	Generate Questions, first paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 1: p. 18	First Read, Generate Questions
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 153	Generate Questions, first paragraph
			Student/Teacher	Activity	'9780328941735	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)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(ii) generate questions about text before reading to gain information	Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 153	Generate Questions, first paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 1: p. 20	First Read, Generate Questions
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 3: p. 296	First Read, Generate Questions
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 2: p. 71	Generate Questions, first paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 2: p. 71	My Turn, last half of page
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 153	Generate Questions, first paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 1: p. 20	First Read, Generate Questions
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 4: p. 153	Generate Questions, first paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 2: p. 57	Close Read Note Generate Questions
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 2: p. 71	Generate Questions, first paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 1: p. 20	First Read, Generate Questions
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 2: p. 71	Generate Questions, first paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 2: p. 71	My Turn, last half of page
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 153	Generate Questions, first paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 1: p. 20	First Read, Generate Questions
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 4: p. 153	Generate Questions, first paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 1: p. 20	First Read, Generate Questions
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 2: p. 71	Generate Questions, first paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 4: p. 153	My Turn, last half of page
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 3: p. 296	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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(i) make predictions using text features	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 2: p. 291	Correct or Confirm Predictions, first paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 120	Read
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 1: p. 436	Read
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 2: p. 268	Close Read note, Confirm or Correct Predictions
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 1: p. 436	Read
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(ii) make predictions using characteristics of genre	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 2: p. 291	Correct or Confirm Predictions, first paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 2: p. 65	Correct or Confirm Predictions, first paragraph
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 2: p. 48	Read
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 2: p. 48	Read
			Student/Teacher	Activity	'9780328941735	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	(iii) make predictions using structures	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 2: p. 291	Correct or Confirm Predictions, first paragraph
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	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)			
			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	'9780328941728	Unit 1: Week 4: p. 139	Correct or Confirm Predictions, first paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 123	Close Read note, Confirm or Correct Predictions
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 2: p. 291	Correct or Confirm Predictions, first paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 139	My Turn, last half of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 2: Week 2: p. 291	Correct or Confirm Predictions, first paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 139	My Turn, last half of page
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 2: p. 65	Correct or Confirm Predictions, first paragraph
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 4: p. 139	Correct or Confirm Predictions, first paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 4: p. 139	Correct or Confirm Predictions, first paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 139	My Turn, last half of page
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 2: p. 291	Correct or Confirm Predictions, first paragraph
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 3: Week 5: p. 181	Top paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 5: p. 174	Close Read, Visualize to Understand
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 170	Read
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 3: p. 105	Top paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 5: p. 153	Turn and Talk
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 1: p. 20	First Read, Connect
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 3: p. 82	First Read, Connect
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 3: p. 105	Top paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 1: p. 18	First Read, Connect
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 2: p. 279	Top paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 1: p. 20	First Read, Connect
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 4: p. 355	Top paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 4: p. 122	First Read, Connect
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 3: p. 504	First Read, Connect
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 1: p. 31	Top paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 1: p. 31	Bottom half of page
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 4: p. 563	Top paragraph
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 1: p. 453	Top paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 1: p. 31	Top paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 1: p. 23	Close Read note, Make Inferences About Characters
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 5: p. 601	Top paragraph
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 1: p. 453	Top paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 3: p. 103	Top paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 3: p. 103	Bottom half of page
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 5: p. 395	Top paragraph
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 5: p. 376	Close Read note, Evaluate Details
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 2: Week 5: p. 394	Top paragraph
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 1: p. 243	Bottom half of page
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 1: p. 243	Top paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 5: p. 394	Bottom half of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 4: p. 151	Check for Understanding, #4
			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:	(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	'9780328941728	Unit 2: Week 1: p. 249	Top paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 1: p. 249	Bottom half of page
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 2: p. 487	Top paragraph
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 5: p. 395	Top paragraph
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 2: p. 487	Bottom 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:	(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	'9780328941728	Unit 2: Week 1: p. 231	Close Read note, Monitor Comprehension
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 1: p. 233	Close Read note, Monitor Comprehension
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 1: p. 249	Top paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 1: p. 249	Bottom half of page
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 2: p. 478	Close Read note, Monitor Comprehension
			Teacher Only	Narrative			
			Teacher Only	Activity			
			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	'9780328941728	Unit 1: Week 6: p. 215	Reflect on Your Reading
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 6: p. 215	Reflect on Your Reading
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 6: p. 425	Reflect on Your Reading
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 3: p. 105	Top paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 4: p. 140	Compare and Contrast
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 140	Compare and Contrast
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 2: p. 66	Compare and Contrast Ideas
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 2: p. 292	Compare and Contrast Ideas
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 1: p. 37	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 1: p. 35	Check for Understanding, #2, #4
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 3: p. 323	First paragraph
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 2: p. 72	Use Text Evidence
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 5: Week 3: p. 529	Top paragraph
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 2: p. 277	Check for Understanding #2
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 2: p. 279	Text Evidence
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 2: p. 467	Quick Write
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 5: p. 185	Top paragraph
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 2: p. 277	Check for Understanding, #2
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 3: p. 315	Top paragraph
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 3: p. 315	Top paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 3: p. 104	Interact with Sources
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 3: p. 104	Interact with Sources
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 3: p. 324	Annotating Sources
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 3: p. 324	Annotating Sources
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Weekly Opener: p. 13	Top half of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Weekly Opener: p. 13	Turn and Talk
			Student/Teacher	Narrative	'9780328941735	Unit 3: Weekly Opener: p. 15	Top half of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Weekly Opener: p. 221	Top half of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	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	'9780328941728	Unit 1: Week 3: p. 104	Interact with Sources
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 3: p. 104	Interact with Sources
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 5: p. 395	First paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 2: p. 278	Top paragraph
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 2: p. 278	My Turn, bottom half of page
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 354	Top paragraph
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 337	Close Read note, Infer Theme
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 1: p. 30	Top paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 1: p. 30	bottom half of page
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 3: p. 313	Check for Understanding #3
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 1: p. 30	Top paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 3: p. 321	Check for Understanding, #4
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 3: p. 313	Check for Understanding #3
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 2: pp. 46-47	Whole page; Anchor Chart
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 3: p. 322	My Turn, bottom of page
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 3: p. 322	Top paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 2: pp. 46-47	Whole page; Anchor Chart
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 2: p. 58	Close Read note, Analyze Plot
			Student/Teacher	Narrative	'9780328941735	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	'9780328941735	Unit 3: Week 2: pp. 46-47	Whole page; Anchor Chart
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 3: p. 322	My Turn, bottom of page
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 3: p. 322	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 2: p. 59	Close Read note, Analyze Plot
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 2: pp. 46–47	Whole page; Anchor Chart
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 3: p. 322	My Turn, bottom of page
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 3: p. 322	Top of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 2: p. 64	Top paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 2: p. 64	My Turn, bottom of page
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 4: p. 353	Check for Understanding #2
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 3: p. 312	Close Read note, Analyze Plot and Setting
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 3: Week 2: p. 64	Top paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 2: p. 56	Close Read note, Analyze Setting
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 2: p. 55	Close Read note, Analyze Setting
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 2: p. 63	Check for Understanding, #3
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 1: p. 220	Top half of page
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 1: pp. 220-221	Turn and Talk, Anchor Chart
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 2: p. 258	Top half of page
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 1: p. 241	Check for Understanding, #1
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 2: Week 4: p. 361	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 4: p. 362	My Turn first paragraph
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 180	First paragraph
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 4: p. 362	First paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 3: pp. 294-295	first half of page and anchor chart
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 3: pp. 294-295	Turn and Talk
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 2: p. 70	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 2: p. 70	#1, #2, and chart
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 1: p. 248	First paragraph
			Student/Teacher	Narrative	'9780328941728	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	'9780328941728	Unit 1: Week 2: p. 70	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 1: p. 248	#1, #2, and chart
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 1: p. 248	First paragraph
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 1: pp. 224–225	Informational Text instruction and anchor chart
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 4: pp. 118–119	Informational Text first paragraph and anchor chart
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: pp. 118–119	Turn and Talk and anchor chart
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 1: pp. 434-435	Informational Text instruction and anchor chart
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 1: pp. 224–225	Informational Text instruction and anchor chart
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 4: pp. 118–119	Informational Text first paragraph and anchor chart
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: pp. 118–119	Turn and Talk and anchor chart
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 1: pp. 434–435	Informational Text instruction and anchor chart
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 1: pp. 224–225	Informational Text instruction and anchor chart
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 3: p. 102	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 2: p. 268	Close Read note: Analyze Text Structure
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 2: p. 290	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 3: p. 95	Close Read note: Analyze Text Structure
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 2: Week 2: p. 290	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 3: p. 95	Analyze Text Structure sidebar
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 3: p. 102	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 3: p. 102	#1, #2, and chart
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 6: pp. 202-203	A Matter of Opinion paragraph and bulleted list, Plan Your Research Definition Claims box
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 6: pp. 202-203	A Matter of Opinion My Turn, Plan Your Research Examples Playgrounds Claim box
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 6: p. 202	First paragraph
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 6: pp. 198-199	A Matter of Opinion paragraph and bulleted list, Plan Your Research Definition Claims box
			Student/Teacher	Activity	'9780328941728	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)			
			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	'9780328941735	Unit 3: Week 6: p. 202	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 6: pp. 202-203	A Matter of Opinion My Turn, Plan Your Research Examples Playgrounds Claim box
			Student/Teacher	Activity	'9780328941735	Unit 1: Week 6: pp. 202-203	A Matter of Opinion, Both Collaborates
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 6: pp. 198-199	A Matter of Opinion paragraph and bulleted list, Plan Your Research Definition Claims box
			Student/Teacher	Activity	'9780328941728	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)			
			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	'9780328941735	Unit 5: Week 3: p. 502	First paragraph and bulleted list
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 3: p. 511	Close Read: Analyze Argument
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 6: pp. 618-619	A Clear Claim Close-Up paragraph and bulleted list, Plan Your Research chart
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 3: p. 528	First paragraph
			Student/Teacher	Activity	'9780328941735	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)			

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	'9780328941735	Unit 5: Week 3: p. 502	First paragraph and bulleted list
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 3: p. 516	Analyze Argument sidebar
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 6: pp. 618-619	A Clear Claim Close-Up paragraph and bulleted list, Plan Your Research chart
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 3: p. 528	First paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 6: p. 198	A Matter of Opinion paragraph and bulleted list
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 6: p. 198	Collaborate #3
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 6: pp. 202-203	Take a Stand first paragraph, Student Model
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 3: p. 504	Read first paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 6: p. 198	A Matter of Opinion paragraph and bulleted list
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 6: p. 198	Collaborate #3
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 6: pp. 202-203	Take a Stand first paragraph, Student Model
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 3: p. 504	Read first paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 4: p. 138	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 138	My Turn and chart
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 5: pp. 578–579	Informational Text and Video paragraph and bulleted list, Anchor Chart
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 6: p. 420	Entire page
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 4: Week 6: p. 420	Entire page
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 6: p. 421	Entire page
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 5: pp. 578–579	Informational Text and Video paragraph and bulleted list, Anchor Chart
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 5: p. 578	Turn and Talk
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 1: p. 36	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 1: p. 36	#1, #2, and graphic organizer
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 5: p. 399	Top half of page
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 5: p. 189	Top half of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 3: p. 105	First paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 3: p. 105	#1, #2, and chart
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 157	Top half of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 4: p. 157	Bottom half of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 5: p. 184	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 5: p. 184	#1, #2, and chart
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 5: p. 399	Top half of page
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 2: p. 290	First paragraph
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 4: p. 138	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 138	#1, #2, and chart
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 2: p. 295	Top half of page
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 4: p. 143	Top half of page
			Student/Teacher	Activity	'9780328941728	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)			
(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	(ii) analyze the author's use of graphic features to achieve specific purposes	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 4: p. 138	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 138	#1, #2, and chart
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 1: p. 41	Top half of page
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 4: p. 143	Top half of page
			Student/Teacher	Activity	'9780328941728	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)			
(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	(i) describe how the author's use of imagery achieves specific purposes	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 4: p. 361	Top half of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 4: p. 361	Bottom half of page
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 185	Top half of page
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 2: p. 69	Top half of page
			Student/Teacher	Activity	'9780328941735	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)			
(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	(ii) describe how the author's use of literal language achieves specific purposes	Student/Teacher	Narrative	'9780328941735	Unit 5: Week 2: p. 491	Top half of page
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 2: p. 491	Bottom half of page
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 5: p. 605	Top half of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 2: p. 75	Top half of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 2: p. 75	Bottom half of page
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 185	Top half of page
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 3: p. 327	Top half of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 2: Week 4: p. 356	First paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 1: p. 35	Bottom half of page
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 180	First paragraph
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 1: p. 35	Top half of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 4: pp. 120–121	Entire spread
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 4: pp. 120–121	Turn and Talk; Anchor Chart
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 1: p. 247	Top half of page
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 152	First paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 4: pp. 120-121	Entire spread
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 4: pp. 120-121	Turn and Talk; Anchor Chart
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 1: p. 247	Top half of page
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 152	First paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 1: p. 46	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 1: p. 46	My Turn and chart
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 1: p. 247	Top half of page
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 120	First paragraph and third bullet
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 1: p. 23	Explain Author's Purpose sidebar
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 1: p. 23	Explain Author's Purpose sidebar
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 5: p. 158	Analyze Text Structure sidebar
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 1: p. 23	Explain Author's Purpose sidebar
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 1: p. 23	Explain Author's Purpose sidebar
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 5: p. 158	Analyze Text Structure sidebar
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 3: Week 3: p. 117	First paragraph and chart
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 3: p. 117	My Turn
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 3: p. 327	My Turn at bottom of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 2: Week 2: p. 299	First paragraph
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 3: p. 111	First paragraph and bulleted list
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 3: p. 111	My Turn and checklist
			Student/Teacher	Narrative	'9780328941728	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	'9780328941735	Unit 4: Week 3: p. 323	First paragraph
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 3: p. 323	Second My Turn
			Student/Teacher	Narrative	'9780328941728	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	'9780328941728	Unit 2: Week 3: p. 334	First paragraph and chart
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 3: p. 113	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 3: p. 113	Both My Turns
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 3: p. 334	First paragraph and chart
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 4: Week 3: p. 326	Top half of page
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 3: p. 326	My Turn
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 3: p. 113	First paragraph
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 3: p. 334	First paragraph and chart
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 2: Week 2: p. 303	Top half of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 5: Week 6: p. 622	First paragraph and third bullet
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 6: p. 622	Now You Try It checklist, last item
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 2: p. 303	Top half of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 4: Week 3: p. 323	First paragraph
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 3: p. 323	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	(x) develop drafts into a focused piece of writing by developing an engaging idea with relevant details	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 2: p. 300	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 2: p. 300	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 2: p. 289	First paragraph
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 2: p. 289	Both My Turns
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 2: p. 81	First Paragraph and Chart
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 2: p. 81	Bottom half of page
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(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	'9780328941735	Unit 4: Week 2: p. 289	First paragraph
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 2: p. 289	Both My Turns
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 2: p. 300	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 2: p. 300	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	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 4: p. 147	First paragraph with bulleted list
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 4: p. 572	Second My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 4: p. 572	Top of page
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 5: Week 4: p. 572	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 4: p. 572	First My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 5: p. 609	Top half of page
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 5: p. 609	Both My Turns
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 5: Week 4: p. 572	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 4: p. 572	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 364	Entire page except My Turn
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 4: p. 364	My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			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	'9780328941735	Unit 5: Week 4: p. 572	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 4: p. 572	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 363	First paragraph and chart
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 5: p. 189	Second paragraph and second bulleted box
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 5: p. 189	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 363	First paragraph and chart
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 4: p. 147	First paragraph with bulleted list
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 147	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 5: p. 609	Top half of page
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 4: p. 573	Entire page except My Turn
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 5: Week 4: p. 573	Entire page except My Turn
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 4: p. 573	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 5: p. 609	Top half of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 4: p. 364	Entire page except My Turn
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 4: p. 364	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 189	Top half of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 5: Week 4: p. 573	Entire page except My Turn
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 4: p. 573	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 189	First paragraph and first bulleted box
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	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	'9780328941735	Unit 3: Week 5: p. 189	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 4: p. 573	Entire page except My Turn
			Student/Teacher	Activity	'9780328941735	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)			
			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	'9780328941728	Unit 2: Week 5: p. 402	Top half of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 5: p. 402	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 366	First paragraph, first chart, second paragraph
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 5: p. 403	First paragraph and chart
			Student/Teacher	Activity	'9780328941728	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>	Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 366	Third paragraph, second chart
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 6: p. 423	Conventions checklist
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<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>	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 4: p. 146	First Paragraph and Chart
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 146	My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	'9780328941728	Unit 1: Week 4: p. 146	First Paragraph and Chart
			Student/Teacher	Activity	'9780328941728	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>	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 3: p. 110	Second paragraph and second box
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 3: p. 110	My Turn
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 4: p. 146	First Paragraph and Chart
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 146	My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(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>	Student/Teacher	Narrative	'9780328941728	Unit 1: Week 3: p. 110	Second paragraph and second box
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 3: p. 110	My Turn

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 4: p. 146	First Paragraph and Chart
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 5: p. 192	First Paragraph and Chart
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 5: p. 192	My Turn
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 3: p. 110	First paragraph and first box
			Student/Teacher	Activity	'9780328941728	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>'9780328941728</p>	<p>Unit 1: Week 5: p. 192</p>	<p>First Paragraph and Chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</p>	<p>Unit 1: Week 5: p. 192</p>	<p>My Turn</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941728</p>	<p>Unit 1: Week 3: p. 110</p>	<p>First paragraph and first box</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</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>'9780328941728</p>	<p>Unit 1: Week 5: p. 193</p>	<p>First Paragraph and Chart</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</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	'9780328941735	Unit 3: Week 4: p. 161	First Paragraph and Chart
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 3: p. 112	My Turn
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 2: Week 4: p. 364	First Paragraph and Chart
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 4: p. 367	Third paragraph
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 5: p. 404	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 4: p. 364	My Turn
			Student/Teacher	Activity	'9780328941728	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>	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 4: p. 364	First Paragraph and Chart
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 4: p. 364	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 367	Third paragraph
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 5: p. 404	First paragraph
			Student/Teacher	Activity	'9780328941728	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)			
<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>	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 5: p. 404	Second paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 5: p. 404	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 367	Third paragraph
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 5: p. 404	First paragraph
			Student/Teacher	Activity	'9780328941728	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
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 5: p. 404	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 367	First paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 2: Week 5: p. 404	Third paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 5: p. 404	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 4: p. 367	Second paragraph
			Student/Teacher	Activity	'9780328941735	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>'9780328941728</p>	<p>Unit 1: Week 4: p. 149</p>	<p>First Paragraph and Chart</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</p>	<p>Unit 1: Week 4: p. 149</p>	<p>Both My Turns</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941735</p>	<p>Unit 4: Week 2: p. 286</p>	<p>Top half of page</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</p>	<p>Unit 1: Week 6: p. 213</p>	<p>Conventions checklist</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941735</p>	<p>Unit 4: Week 2: p. 286</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>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>(xv) edit drafts using standard English conventions, including adjectives, including their superlative forms</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941728</p>	<p>Unit 1: Week 4: p. 149</p>	<p>First Paragraph and Chart</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</p>	<p>Unit 1: Week 4: p. 149</p>	<p>First Paragraph and Chart</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941735</p>	<p>Unit 4: Week 2: p. 286</p>	<p>Top half of page</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</p>	<p>Unit 1: Week 6: p. 213</p>	<p>Conventions checklist</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941735</p>	<p>Unit 4: Week 2: p. 286</p>	<p>My Turn</p>
						<p>Teacher Only</p>	<p>Narrative</p>			
						<p>Teacher Only</p>	<p>Activity</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	'9780328941728	Unit 1: Week 4: p. 149	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 2: p. 286	Top half of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 6: p. 213	First My Turn
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 4: p. 150	First paragraph and chart
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 4: p. 150	First My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 3: p. 322	Top half of page
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 4: p. 368	Second paragraph and second box
			Student/Teacher	Activity	'9780328941728	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>'9780328941728</p>	<p>Unit 1: Week 4: p. 150</p>	<p>First paragraph and chart</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</p>	<p>Unit 1: Week 4: p. 150</p>	<p>First My Turn</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941735</p>	<p>Unit 4: Week 3: p. 322</p>	<p>Top half of page</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941728</p>	<p>Unit 2: Week 4: p. 368</p>	<p>Third paragraph and third box</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</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>'9780328941735</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	'9780328941735	Unit 3: Week 1: p. 38	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 4: p. 575	Entire page except My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 163	First Paragraph and Chart
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 1: p. 38	First Paragraph and Chart
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 1: p. 38	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 4: p. 575	Entire page except My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 163	First Paragraph and Chart
			Student/Teacher	Activity	'9780328941735	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>'9780328941728</p>	<p>Unit 1: Week 4: p. 151</p>	<p>Entire page except My Turn</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</p>	<p>Unit 1: Week 4: p. 151</p>	<p>Entire page except My Turn</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941735</p>	<p>Unit 4: Week 1: p. 250</p>	<p>My Turn</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941735</p>	<p>Unit 3: Week 4: p. 165</p>	<p>First Paragraph and Chart</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941735</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>(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>'9780328941728</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	'9780328941728	Unit 1: Week 2: p. 78	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 164	Top half of page
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 4: p. 369	Entire page except My Turns
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 2: p. 78	Entire page except My Turn
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 2: p. 78	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 164	Top half of page
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 4: p. 369	Entire page except My Turns
			Student/Teacher	Activity	'9780328941728	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>	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 1: p. 256	Top half of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 1: p. 256	My Turn
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 4: p. 369	Entire page except My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 164	Top half of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 4: p. 164	Both My Turns
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
Teacher Only	(Drop-down selection)						
Teacher Only	(Drop-down selection)						
<p>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts using standard English conventions, including: (i) complete 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>	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 4: p. 367	Top half of page
			Student/Teacher	Activity			
			Student/Teacher	Narrative			
			Student/Teacher	Activity			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 4: p. 367	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 190	First paragraph and first box
			Student/Teacher	Activity	'9780328941735	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	(xxv) edit drafts using standard English conventions, including capitalization of historical events	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 4: p. 367	Top half of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 4: p. 367	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 190	First paragraph and first box
			Student/Teacher	Activity	'9780328941735	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>(xxvi) edit drafts using standard English conventions, including capitalization of historical documents</p>	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 4: p. 367	Top half of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 4: p. 367	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 190	First paragraph and first box
			Student/Teacher	Activity	'9780328941735	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)			
<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>	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 4: p. 367	Top half of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 4: p. 367	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	'9780328941735	Unit 3: Week 5: p. 190	First paragraph and first box
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 2: Week 4: p. 367	Top half of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 4: p. 367	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 190	First paragraph and first box
			Student/Teacher	Activity	'9780328941735	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>(xxix) edit drafts using standard English conventions, including capitalization of titles of essays</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941728</p>	<p>Unit 2: Week 4: p. 367</p>	<p>Top half of page</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</p>	<p>Unit 2: Week 4: p. 367</p>	<p>Both My Turns</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941735</p>	<p>Unit 3: Week 5: p. 190</p>	<p>First paragraph and first box</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941735</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>'9780328941728</p>	<p>Unit 2: Week 4: p. 367</p>	<p>Top half of page</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</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
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 190	First paragraph and first box
			Student/Teacher	Activity	'9780328941735	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	(xxx) edit drafts using standard English conventions, including capitalization of races	Student/Teacher	Narrative	'9780328941728	Unit 2: Week 4: p. 367	Top half of page
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 4: p. 367	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 5: p. 190	First paragraph and first box
			Student/Teacher	Activity	'9780328941735	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>'9780328941728</p>	<p>Unit 2: Week 4: p. 367</p>	<p>Top half of page</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</p>	<p>Unit 2: Week 4: p. 367</p>	<p>Both My Turns</p>
			<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941735</p>	<p>Unit 3: Week 5: p. 190</p>	<p>First paragraph and first box</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941735</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>'9780328941728</p>	<p>Unit 1: Week 5: p. 194</p>	<p>Top half of page</p>
			<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</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	'9780328941735	Unit 3: Week 4: p. 162	Top half of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 5: p. 194	Top half of page
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 5: p. 194	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 4: p. 162	Top half of page
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 1: p. 256	Top half of page
			Student/Teacher	Activity	'9780328941728	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>'9780328941728</p>	<p>Unit 1: Week 5: p. 194</p>	<p>Top half of page</p>			
						<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941728</p>	<p>Unit 1: Week 3: p. 114</p>	<p>My Turn</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941728</p>	<p>Unit 1: Week 3: p. 114</p>	<p>Top half of page</p>
						<p>Student/Teacher</p>	<p>Narrative</p>	<p>'9780328941735</p>	<p>Unit 3: Week 4: p. 162</p>	<p>Top half of page</p>
						<p>Student/Teacher</p>	<p>Activity</p>	<p>'9780328941735</p>	<p>Unit 3: Week 4: p. 162</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>(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>'9780328941728</p>	<p>Unit 2: Week 2: p. 297</p>	<p>First paragraph</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	'9780328941728	Unit 2: Week 2: p. 297	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 4: p. 574	First paragraph and chart
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 2: p. 71	First paragraph
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 1: Week 2: p. 77	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 4: p. 364	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 4: p. 574	First paragraph and chart
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 4: p. 364	First Paragraph and Chart
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 5: p. 193	First two paragraphs and charts
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 3: p. 112	My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 3: Week 3: p. 112	Top of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 4: p. 161	Both My Turns
			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)			
<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	'9780328941728	Unit 1: Week 5: p. 195	First paragraph
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 5: p. 611	My Turn first and second questions
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 5: p. 611	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 5: p. 195	My Turn first question
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 3: Week 2: p. 75	First paragraph and box
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 5: Week 3: p. 538	First two paragraphs
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 3: p. 540	Top half of page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 3: p. 114	First paragraph and box
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 3: p. 114	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 2: p. 496	Top third of page
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 1: p. 461	First two paragraphs
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 2: Week 1: p. 257	First two paragraphs
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 2: p. 299	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 6: p. 416	First two paragraphs and first bulleted item
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 2: p. 299	First paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 2: Week 2: p. 302	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 2: p. 302	Both My Turns
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 3: p. 331	First paragraph and bulleted list
			Student/Teacher	Activity	'9780328941728	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	'9780328941728	Unit 2: Week 2: p. 299	First paragraph
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 2: p. 299	Both My Turns
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 3: p. 334	First paragraph and box
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 4: Week 2: p. 289	First paragraph
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 2: p. 289	Second My Turn
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 2: p. 488	Entire page except Weekly Question
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 3: p. 323	First paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 2: p. 290	First paragraph and box
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 2: p. 290	Both My Turns
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 2: p. 488	Entire page except Weekly Question
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 3: p. 325	First three paragraphs
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	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	'9780328941735	Unit 4: Week 6: p. 415	Collaborate, Specific Questions We Want to Ask
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 6: p. 620	Entire page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 5: Week 6: p. 620	Entire page
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 6: p. 415	Entire page
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 6: p. 414	Entire page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 4: Week 6: p. 414	Entire page
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 6: p. 415	Entire page
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 6: p. 200	Research Articles
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 6: p. 200	Generate Questions
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 1: p. 15	First paragraph of black text in righthand sidebar
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 6: p. 410	Research Articles, Generate Questions
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 6: p. 200	Research Articles
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 5: p. 369	Turn and Talk
			Student/Teacher	Narrative	'9780328941728	Unit 1: Week 1: p. 15	First paragraph of black text in righthand sidebar
			Student/Teacher	Activity	'9780328941735	Unit 4: Week 6: p. 410	Research Articles, Generate Questions
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 6: p. 200	Research Articles
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 6: p. 203	Entire page
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 6: p. 410	Research Articles
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 6: p. 413	Entire page
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 6: p. 200	Research Articles
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 6: p. 203	Entire page
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 6: p. 616	Research Articles
			Student/Teacher	Activity	'9780328941735	Unit 5: Week 6: p. 619	Entire page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 6: pp. 206-207	Incorporate Media entire page, Collaborate first paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 5: Week 6: p. 620	Reach Out to a Pro, entire page
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 6: p. 626	Entire page
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 6: pp. 206-207	Incorporate Media entire page, Collaborate first paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 6: p. 207	Entire page
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 6: p. 620	Reach Out to a Pro, entire page
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 6: p. 626	Finding Facts in Online Archives entire page, Collaborate first paragraph
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 6: p. 208	First paragraph and chart
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 6: pp. 208-209	Both Collaborates
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 6: p. 624	Entire page except Collaborate
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 6: p. 208	First paragraph and chart
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 6: pp. 208-209	Both Collaborates
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 6: p. 624	Entire page except Collaborate
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	Unit 3: Week 6: p. 207	Incorporate Media entire page, Collaborate first paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 6: p. 207	Entire page
			Student/Teacher	Narrative	'9780328941728	Unit 2: Week 6: p. 420	Incorporate Media entire page, Collaborate first paragraph
			Student/Teacher	Activity	'9780328941728	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	'9780328941735	Unit 3: Week 6: p. 204	Top half of page
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 6: p. 204	Collaborate box
			Student/Teacher	Narrative	'9780328941735	Unit 5: Week 6: p. 626	Third paragraph
			Student/Teacher	Activity	'9780328941735	Unit 3: Week 6: p. 205	Entire page
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 2: Week 6: p. 418	Entire page except Collaborate
			Student/Teacher	Activity	'9780328941728	Unit 2: Week 6: p. 418	Collaborate
			Student/Teacher	Narrative	'9780328941735	Unit 4: Week 6: p. 418	Entire page except Collaborate
			Student/Teacher	Activity	'9780328941735	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	'9780328941728	Unit 1: Week 5: p. 195	Publish and Celebrate, First Three Sentences
			Student/Teacher	Activity	'9780328941728	Unit 1: Week 5: p. 195	Publish and Celebrate, My Turn
			Student/Teacher	Activity	'9780328941735	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	'9780328941735	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)			

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 - Print + Online, Grade 4
Program ISBN	9780134919959

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

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(i) learn new language structures heard during classroom instruction and interactions</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(ii) learn new expressions heard during classroom instruction and interactions</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
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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>(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>
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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>(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>(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>(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>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>	<p>(l) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
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<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>(ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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 - Print + Online, Grade 4
Program ISBN	9780134919959

(a) Introduction.

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

(b) School district responsibilities.

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

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(i) use prior knowledge to understand meanings in English	T: K-12 S: 6-12	9780328990887	Unit 3: Page T258	ELL Targeted Support
				9780328990894	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	9780328990887	Unit 3: Page T186	ELL Targeted Support
				9780328990894	Unit 4: Page T227	ELL Targeted Support

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(i) monitor oral language production and employ self-corrective techniques or other resources	T: K–12	9780328990870	Unit 2: Page T297	ELL Targeted Support
				9780328990887	Unit 3: Page T347	ELL Targeted Support: Column 2
(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	9780328990863	Unit 1: Page T99	ELL Targeted Support
				9780328990870	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	9780328990863	Unit 1: Page T229	ELL Targeted Support
				9780328990887	Unit 3: Page T309	ELL Targeted Support

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) use accessible language and learn new and essential language in the process</p>	<p>(i) use accessible language and learn new and essential language in the process</p>	<p>T: K-12</p>	<p>9780328990863</p>	<p>Unit 1: Page T178</p>	<p>ELL Targeted Support</p>
				<p>9780328990870</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 ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p>	<p>(i) distinguish sounds of English with increasing ease</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p>	<p>(ii) distinguish intonation patterns of English with increasing ease</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p>	<p>(i) recognize elements of the English sound system in newly acquired vocabulary</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(i) learn new language structures heard during classroom instruction and interactions</p>	<p>T: K–12</p>	<p>9780328990894</p>	<p>Unit 4: Page T142</p>	<p>ELL Targeted Support</p>
				<p>9780328990900</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>9780328990863</p>	<p>Unit 1: Page T37</p>	<p>ELL Targeted Support</p>
				<p>9780328990887</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>9780328990863</p>	<p>Unit 3: Page T106</p>	<p>ELL Targeted Support</p>
				<p>9780328990894</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>9780328990887</p>	<p>Unit 3: Page T192</p>	<p>ELL Targeted Support</p>
				<p>9780328990894</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>9780328990863</p>	<p>Unit 1: Page T118</p>	<p>ELL Targeted Support</p>
				<p>9780328990894</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>9780328990887</p>	<p>Unit 3: Page T178</p>	<p>ELL Targeted Support</p>
				<p>9780328990894</p>	<p>Unit 4: Page T192</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(i) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(ii) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(iii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990863</p>	<p>Unit 1: Page T309</p>	<p>ELL Targeted Support</p>
				<p>9780328990900</p>	<p>Unit 5: Page T322</p>	<p>ELL Targeted Support</p>

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

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
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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>(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>9780328990887</p>	<p>Unit 3: Page T64</p>	<p>ELL Targeted Support</p>
				<p>9780328990887</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>9780328990887</p>	<p>Unit 3: Page T272</p>	<p>ELL Targeted Support</p>
				<p>9780328990900</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>9780328990894</p>	<p>Unit 4: Page T118</p>	<p>ELL Targeted Support</p>
				<p>9780328990894</p>	<p>Unit 4: Page T377</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p>	<p>(i) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p>	<p>(i) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p>	<p>(ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990887</p>	<p>Unit 3: Page T69</p>	<p>ELL Targeted Support: Column 1</p>
				<p>9780328990894</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>9780328990887</p>	<p>Unit 3: Page T222</p>	<p>ELL Targeted Support</p>
				<p>9780328990900</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>

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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>T: K–12 S: 6–12</p>	<p>9780328990863</p>	<p>Unit 1: Page T258</p>	<p>ELL Targeted Support</p>
				<p>9780328990870</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>9780328990863</p>	<p>Unit 1: Page T126</p>	<p>ELL Targeted Support</p>
				<p>9780328990870</p>	<p>Unit 2: Page T52</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(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>9780328990870</p>	<p>Unit 2: Page T268</p>	<p>ELL Targeted Support</p>
				<p>9780328990887</p>	<p>Unit 3: Page T44</p>	<p>ELL Targeted Support</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) share information in cooperative learning interactions</p>	<p>(i) share information in cooperative learning interactions</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990887</p>	<p>Unit 3: Page T52</p>	<p>ELL Targeted Support</p>
				<p>9780328990894</p>	<p>Unit 4: Page T373</p>	<p>ELL Targeted Support</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>(i) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990887</p>	<p>Unit 3: Page T266</p>	<p>ELL Targeted Support</p>
				<p>9780328990900</p>	<p>Unit 5: 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>(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>9780328990887</p>	<p>Unit 3: Page T266</p>	<p>ELL Targeted Support</p>
				<p>9780328990894</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>9780328990863</p>	<p>Unit 1: Page T58</p>	<p>ELL Targeted Support</p>
				<p>9780328990863</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>9780328990887</p>	<p>Unit 3: Page T50</p>	<p>ELL Targeted Support</p>
				<p>9780328990887</p>	<p>Unit 3: Page T270</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>(iii) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(i) narrate with increasing specificity and detail as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(ii) describe with increasing specificity and detail as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(iii) explain with increasing specificity and detail as more English is acquired</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990870</p>	<p>Unit 2: Page T336</p>	<p>ELL Targeted Support</p>
				<p>9780328990887</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>9780328990863</p>	<p>Unit 1: Page T262</p>	<p>ELL Targeted Support</p>
				<p>9780328990894</p>	<p>Unit 4: Page T346</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(ii) derive meaning of environmental print</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990900</p>	<p>Unit 5: Page T21</p>	<p>ELL Targeted Support</p>
				<p>9780328990900</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>9780328990887</p>	<p>Unit 3: Page T278</p>	<p>ELL Targeted Support</p>
				<p>9780328990900</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>9780328990863</p>	<p>Unit 1: Page T348</p>	<p>ELL Targeted Support</p>
				<p>9780328990863</p>	<p>Unit 1: Page T72</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text</p>	<p>(i) use prereading supports to enhance comprehension of written text</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990863</p>	<p>Unit 1: Page T96</p>	<p>ELL Targeted Support</p>
				<p>9780328990870</p>	<p>Unit 2: Page T100</p>	<p>ELL Targeted Support</p>
				<p>9780328990894</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>9780328990870</p>	<p>Unit 2: Page T60</p>	<p>ELL Targeted Support</p>
				<p>9780328990894</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>9780328990863</p>	<p>Unit 1: Page T89</p>	<p>ELL Targeted Support</p>
				<p>9780328990870</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>	9780328990863	Unit 1: Page T28	ELL Targeted Support
				9780328990863	Unit 1: Page T114	ELL Targeted Support
				9780328990863	Unit 1: Page T219	ELL Targeted Support
<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>	9780328990887	Unit 3: Page T40	ELL Targeted Support
				9780328990900	Unit 5: Page T87	ELL Targeted Support
<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>	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>(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>9780328990870</p>	<p>Unit 2: Page T93</p>	<p>ELL Targeted Support</p>
				<p>9780328990900</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>9780328990863</p>	<p>Unit 1: Page T122</p>	<p>ELL Targeted Support</p>
				<p>9780328990870</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>9780328990894</p>	<p>Unit 4: Page T190</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(viii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990887</p>	<p>Unit 3: Page T299</p>	<p>ELL Targeted Support</p>
				<p>9780328990900</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>9780328990863</p>	<p>Unit 1: Page T344</p>	<p>ELL Targeted Support</p>
				<p>9780328990900</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>9780328990887</p>	<p>Unit 3: Page T147</p>	<p>ELL Targeted Support</p>
				<p>9780328990900</p>	<p>Unit 5: Page T94</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(i) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(ii) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990863</p>	<p>Unit 1: Page T186</p>	<p>ELL Targeted Support</p>
				<p>9780328990900</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>9780328990863</p>	<p>Unit 1: Page T162</p>	<p>ELL Targeted Support</p>
				<p>9780328990887</p>	<p>Unit 3: Page T42</p>	<p>ELL Targeted Support</p>
				<p>9780328990887</p>	<p>Unit 3: Page T262</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(iv) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990887</p>	<p>Unit 3: Page T326</p>	<p>ELL Targeted Support</p>
				<p>9780328990900</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>9780328990870</p>	<p>Unit 2: Page T74</p>	<p>ELL Targeted Support</p>
				<p>9780328990887</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>9780328990863</p>	<p>Unit 1: Page T207</p>	<p>ELL Targeted Support: Column 1</p>
				<p>9780328990863</p>	<p>Unit 1: Page T275</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>	<p>(ii) write using content-based grade-level vocabulary</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990887</p>	<p>Unit 3: Page T188</p>	<p>ELL Targeted Support</p>
				<p>9780328990894</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>9780328990894</p>	<p>Unit 4: Page T202</p>	<p>ELL Targeted Support</p>
				<p>9780328990894</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>9780328990887</p>	<p>Unit 3: Page T340</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
				9780328990894	Unit 4: Page T66	ELL Targeted Support
				9780328990894	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	9780328990870	Unit 2: Page T68	ELL Targeted Support
				9780328990870	Unit 2: Page T206	ELL Targeted Support
				9780328990887	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	9780328990870	Unit 2: Page T350	ELL Targeted Support
				9780328990887	Unit 3: Page T130	ELL Targeted Support

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990863</p>	<p>Unit 1: Page T275</p>	<p>ELL Targeted Support: Column 2</p>
				<p>9780328990894</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>9780328990887</p>	<p>Unit 3: Page T202</p>	<p>ELL Targeted Support</p>
				<p>9780328990900</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>9780328990870</p>	<p>Unit 2: Page T150</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
				9780328990887	Unit 3: Page T207	ELL Targeted Support
				9780328990887	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>	<p>9780328990863</p>	<p>Unit 1: Page T188</p>	<p>ELL Targeted Support</p>
				9780328990887	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>	<p>9780328990894</p>	<p>Unit 4: Page T287</p>	<p>ELL Targeted Support: Column 1</p>
				9780328990900	Unit 5: Page T281	ELL Targeted Support

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>(iii) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990887</p>	<p>Unit 3: Page T287</p>	<p>ELL Targeted Support: Column 2</p>
				<p>9780328990894</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>9780328990870</p>	<p>Unit 2: Page T210</p>	<p>ELL Targeted Support</p>
				<p>9780328990870</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>9780328990870</p>	<p>Unit 2: Page T81</p>	<p>ELL Targeted Support: Column 2</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
				9780328990887	Unit 3: Page T135	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>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990894</p>	<p>Unit 4: Page T147</p>	<p>ELL Targeted Support: Column 1</p>
				9780328990900	Unit 5: Page T215	ELL Targeted Support