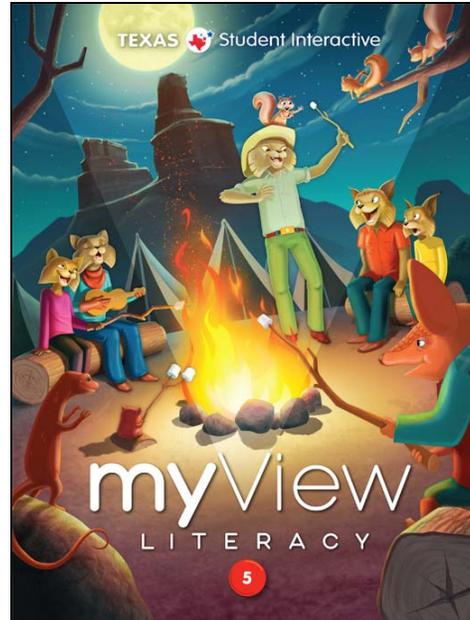


**Correlations of
Texas myView Literacy
Grade 5, ©2020
Print + Online**



**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	110.7. English Language Arts and Reading, Grade 5
Publisher	Pearson Education, Inc., publishing as Scott Foresman
Program Title	Texas myView Literacy - Print + Online, Grade 5
Program ISBN	9780134919966
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 to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(i) listen actively to interpret verbal messages	Student/Teacher	Narrative	9780328941742	Unit 1 Week 1: p. 34	Retell Texts
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 34	Retell Texts
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 40	Listen Actively
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 1: p. 234	Ask Relevant Questions
			Student/Teacher	Activity	9780328941759	Unit 3 Week 1: p. 40	Listen Actively
			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 to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(ii) listen actively to interpret non-verbal messages	Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 40	Listen Actively
			Student/Teacher	Activity	9780328941759	Unit 3 Week 1: p. 40	Listen Actively
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 5: p. 390	Describe Personal Connections
			Student/Teacher	Activity	9780328941759	Unit 4 Week 5: p. 390	Describe Personal Connections

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:	(A) listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(iii) ask relevant questions	Student/Teacher	Narrative	9780328941742	Unit 1 Week 1: p. 34	Retell Texts
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 34	Retell Texts
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 40	Listen Actively
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 1: p. 234	Ask Relevant Questions
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 251	Discuss Your Plan: first bullet
			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 to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments	(iv) make pertinent comments	Student/Teacher	Narrative	9780328941742	Unit 2 Week 1: p. 240	Make Pertinent Comments
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 240	Talk About It; Make Pertinent Comments second paragraph and graphic
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 40	Listen Actively
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 251	Discuss Your Plan: second bullet
			Student/Teacher	(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 include multiple action steps	(i) follow oral instructions that include multiple action steps	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 350	Oral Instructions
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 350	Oral Instructions
			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 include multiple action steps	(ii) restate oral instructions that include multiple action steps	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 350	Oral Instructions

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	9780328941742	Unit 2 Week 4: p. 350	Oral Instructions
			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 include multiple action steps	(iii) give oral instructions that include multiple action steps	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 350	Oral Instructions
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 350	Oral Instructions
			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:	(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(i) give an organized presentation employing eye contact to communicate ideas effectively	Student/Teacher	Narrative	9780328941759	Unit 3 Week 6: p. 204	Collaborate
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 178	Give a Short Presentation
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 5: p. 176	Give a Short Presentation
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 176	Give a Short Presentation
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 184	My Turn, Presenting
			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) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(ii) give an organized presentation employing speaking rate to communicate ideas effectively	Student/Teacher	Narrative	9780328941759	Unit 3 Week 6: p. 204	Collaborate
			Student/Teacher	Activity	9780328941742	Unit 1 Week 6: p. 206	Collaborate
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 176	Give a Short Presentation
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 184	My Turn, Presenting
			Student/Teacher	Activity	9780328941759	Unit 3 Week 6: p. 204	Collaborate
			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) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(iii) give an organized presentation employing volume to communicate ideas effectively	Student/Teacher	Narrative	9780328941759	Unit 3 Week 5: p. 184	My Turn, Presenting
			Student/Teacher	Activity	9780328941742	Unit 1 Week 6: p. 206	Collaborate
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 6: p. 204	Collaborate
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 176	Give a Short Presentation
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 184	My Turn, Presenting
			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) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(iv) give an organized presentation employing enunciation to communicate ideas effectively	Student/Teacher	Narrative	9780328941759	Unit 3 Week 6: p. 204	Collaborate
			Student/Teacher	Activity	9780328941742	Unit 2 Week 6: p. 414	Collaborate
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 5: p. 176	Give a Short Presentation
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 176	Give a Short Presentation
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 184	My Turn, Presenting
			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) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(v) give an organized presentation employing natural gestures to communicate ideas effectively	Student/Teacher	Narrative	9780328941759	Unit 3 Week 5: p. 176	Give a Short Presentation
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 176	Give a Short Presentation
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 6: p. 204	Collaborate
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 184	My Turn, Presenting
			Student/Teacher	Activity	9780328941759	Unit 3 Week 6: p. 204	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) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(vi) give an organized presentation employing conventions of language to communicate ideas effectively	Student/Teacher	Narrative	9780328941759	Unit 3 Week 5: p. 176	Give a Short Presentation
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 176	Give a Short Presentation

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	9780328941759	Unit 3 Week 5: p. 184	My Turn, Presenting
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 184	My Turn, Presenting
			Student/Teacher	(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	9780328941742	Unit 2 Week 6: p. 403	Collaborate
			Student/Teacher	Activity	9780328941742	Unit 1 Week 6: p. 192	Research Articles
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 6: p. 404	Research Articles
			Student/Teacher	Activity	9780328941759	Unit 4 Week 6: p. 404	Research Articles
			Student/Teacher	(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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list	(i) demonstrate phonetic knowledge by decoding words with consonant changes, including /t/ to /sh/	Student/Teacher	Narrative	9780328941759	Unit 5 Week 1: p. 458	Top of page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 1: p. 458	My Turn
			Student/Teacher	Narrative	9780328941759	Additional Practice: Word Study, p. 177	Top of page
			Student/Teacher	Activity	9780328941759	Additional Practice: Word Study, p. 177	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: (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(ii) demonstrate phonetic knowledge by decoding words with consonant changes, including /k/ to /sh/</p>	Student/Teacher	Narrative	9780328941759	Unit 5 Week 1: p. 458	Top of page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 1: p. 458	My Turn
			Student/Teacher	Narrative	9780328941759	Additional Practice: Word Study, p. 177	Top of page
			Student/Teacher	Activity	9780328941759	Additional Practice: Word Study, p. 177	My Turn
			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 consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(iii) demonstrate phonetic knowledge by decoding multisyllabic words with closed syllables</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 1: p. 242	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 242	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 45	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 45	first 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: (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(iv) demonstrate phonetic knowledge by decoding multisyllabic words with open syllables</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 1: p. 242	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 242	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 45	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 45	first My Turn
			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 consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(v) demonstrate phonetic knowledge by decoding multisyllabic words with VCe syllables</p>	Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 180	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 180	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 5	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 5	second 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: (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(vi) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs</p>	Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 114	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 114	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 3	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 3	first My Turn
			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 consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(vii) demonstrate phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs</p>	Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 114	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 114	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 3	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 3	first 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: (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(viii) demonstrate phonetic knowledge by decoding multisyllabic words with r-controlled syllables</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 318	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 318	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 47	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 47	first My Turn
			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 consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(ix) demonstrate phonetic knowledge by decoding multisyllabic words with final stable syllables</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 2: p. 280	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 2: p. 280	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 46	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 46	first My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list	(x) demonstrate phonetic knowledge by decoding words using advanced knowledge of syllable division patterns	Student/Teacher	Narrative	9780328941759	Unit 3 Week 5: p. 178	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 178	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 2: p. 494	Top of Page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 3: p. 532	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 2: p. 494	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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list	(xi) demonstrate phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes on base words	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 352	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 352	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 48	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 48	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
<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 consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(xii) demonstrate phonetic knowledge by decoding words using advanced knowledge of the influence of suffixes on base words</p>	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 144	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 144	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 144	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 144	My Turn
			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 consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(xiii) demonstrate phonetic knowledge by identifying high-frequency words from a research-based list</p>	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 144	High-Frequency Words
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 144	High-Frequency Words
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 352	High-Frequency Words
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 144	High-Frequency Words
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 352	High-Frequency Words
			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 consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list	(xiv) demonstrate phonetic knowledge by reading high-frequency words from a research-based list	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 144	High-Frequency Words
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 144	High-Frequency Words
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 352	High-Frequency Words
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 144	High-Frequency Words
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 352	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 consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list	(xv) apply phoetic knowledge by decoding words with consonant changes, including /t/ to /sh/	Student/Teacher	Narrative	9780328941759	Unit 5 Week 1: p. 458	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 1: p. 458	My Turn
			Student/Teacher	Narrative	9780328941759	Additional Practice: Word Study, p. 177	Top of Page
			Student/Teacher	Activity	9780328941759	Additional Practice: Word Study, p. 177	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: (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(xvi) apply phonetic knowledge by decoding words with consonant changes, including /k/ to /sh/</p>	Student/Teacher	Narrative	9780328941759	Unit 5 Week 1: p. 458	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 1: p. 458	My Turn
			Student/Teacher	Narrative	9780328941759	Additional Practice: Word Study, p. 177	Top of Page
			Student/Teacher	Activity	9780328941759	Additional Practice: Word Study, p. 177	My Turn
			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 consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(xvii) apply phonetic knowledge by decoding multisyllabic words with closed syllables</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 1: p. 242	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 242	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 45	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 45	first 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: (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(xviii) apply phonetic knowledge by decoding multisyllabic words with open syllables</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 1: p. 242	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 242	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 45	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 45	first My Turn
			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 consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(xix) apply phonetic knowledge by decoding multisyllabic words with VCe syllable</p>	Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 180	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 180	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 5	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 5	first 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: (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(xx) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including digraphs</p>	Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 114	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 114	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 3	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 3	first My Turn
			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 consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(xxi) apply phonetic knowledge by decoding multisyllabic words with vowel teams, including diphthongs</p>	Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 114	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 114	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 3	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 3	first 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: (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(xxii) apply phonetic knowledge by decoding multisyllabic words with r-controlled syllables</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 318	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 318	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 47	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 47	first My Turn
			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 consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(xxiii) apply phonetic knowledge by decoding multisyllabic words with final stable syllables</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 2: p. 280	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 2: p. 280	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 46	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 46	first 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: (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(xxiv) apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns</p>	Student/Teacher	Narrative	9780328941759	Unit 3 Week 5: p. 178	Top of Page
			Student/Teacher	Activity	9780328941759	Additional Practice: Word Study, p. 93	first My Turn
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 2: p. 494	Top of Page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 3: p. 532	Top of Page
			Student/Teacher	Activity	9780328941759	Additional Practice: Word Study, p. 179	My Turn
			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 consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list</p>	<p>(xxv) apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes on base words</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 352	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 352	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Word Study, p. 48	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 48	first My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate and apply phonetic knowledge by: (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list	(xxvi) apply phonetic knowledge by decoding words using advanced knowledge of the influence of suffixes on base words	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 144	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 144	Top of Page
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 144	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 144	My Turn
			Student/Teacher	Activity	9780328941742	Additional Practice: Word Study, p. 1	first 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:	(A) demonstrate and apply phonetic knowledge by: (i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list	(xxvii) apply phonetic knowledge by identifying high-frequency words from a research-based list	Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 144	High-Frequency Words
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 144	High-Frequency Words
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 352	High-Frequency Words
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 144	High-Frequency Words
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 352	High-Frequency Words
			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 consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding words using advanced knowledge of syllable division patterns; (iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and (v) identifying and reading high-frequency words from a research-based list	(xxviii) apply phonetic knowledge by reading high-frequency words from a research-based list	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 144	High-Frequency Words
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 144	High-Frequency Words
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 352	High-Frequency Words
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 144	High-Frequency Words
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 352	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:	(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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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	9780328941742	Unit 2 Week 1: p. 245	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 245	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 50	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 50	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
<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:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</p> <p>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(iv) spelling words using advanced knowledge of syllable division patterns;</p> <p>(v) spelling words using knowledge of prefixes; and</p> <p>(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>(ii) demonstrate spelling knowledge by spelling multisyllabic words with open syllables</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 1: p. 245	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 245	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 50	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 50	first My Turn
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</p> <p>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(iv) spelling words using advanced knowledge of syllable division patterns;</p> <p>(v) spelling words using knowledge of prefixes; and</p> <p>(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	9780328941742	Unit 1 Week 1: p. 183	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 183	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 10	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 10	second 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>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</p> <p>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(iv) spelling words using advanced knowledge of syllable division patterns;</p> <p>(v) spelling words using knowledge of prefixes; and</p> <p>(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	9780328941742	Unit 1 Week 3: p. 117	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 117	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 8	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 8	second My Turn
			Teacher Only	(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>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</p> <p>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(iv) spelling words using advanced knowledge of syllable division patterns;</p> <p>(v) spelling words using knowledge of prefixes; and</p> <p>(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>(v) demonstrate spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs</p>	Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 117	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 117	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 8	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 8	second My Turn
			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)						

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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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	9780328941742	Unit 2 Week 3: p. 321	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 321	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 52	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 52	second My Turn
			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)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. 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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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	9780328941742	Unit 2 Week 2: p. 283	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 2: p. 283	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 51	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 51	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)			

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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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) demonstrate spelling knowledge by spelling words with consonant changes, including /t/ to /sh/	Student/Teacher	Narrative	9780328941759	Unit 5 Week 1: p. 461	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 1: p. 461	My Turn
			Student/Teacher	Narrative	9780328941759	Additional Practice: Spelling, p. 182	Top of Page
			Student/Teacher	Activity	9780328941759	Additional Practice: Spelling, p. 182	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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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) demonstrate spelling knowledge by spelling words with consonant changes including /k/ to /sh/	Student/Teacher	Narrative	9780328941759	Unit 5 Week 1: p. 461	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 1: p. 461	My Turn
			Student/Teacher	Narrative	9780328941759	Additional Practice: Spelling, p. 182	Top of Page
			Student/Teacher	Activity	9780328941759	Additional Practice: Spelling, p. 182	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:</p> <ul style="list-style-type: none"> (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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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>(x) demonstrate spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns</p>	Student/Teacher	Narrative	9780328941759	Unit 5 Week 3: p. 535	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 3: p. 535	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 4: p. 563	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 4: p. 563	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:</p> <ul style="list-style-type: none"> (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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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>(xi) demonstrate spelling knowledge by spelling words using advanced knowledge of syllable division patterns</p>	Student/Teacher	Narrative	9780328941759	Unit 5 Week 2: p. 497	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 2: p. 497	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 3: p. 535	Top of Page
			Student/Teacher	Activity	9780328941759	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)			

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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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) demonstrate spelling knowledge by spelling words using knowledge of prefixes	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 355	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 355	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 138	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 138	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)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. 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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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) demonstrate spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words	Student/Teacher	Narrative	9780328941742	Unit 1 Week 1: p. 39	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 39	My Turn
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 147	Top of Page
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: p. 391	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 147	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>(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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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>(xiv) apply spelling knowledge by spelling multisyllabic words with closed syllables</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 1: p. 245	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 245	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 50	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 50	first My Turn
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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) apply spelling knowledge by spelling multisyllabic words with open syllables</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 1: p. 245	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 245	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 50	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 50	first My Turn
			Teacher Only	(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>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</p> <p>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(iv) spelling words using advanced knowledge of syllable division patterns;</p> <p>(v) spelling words using knowledge of prefixes; and</p> <p>(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 multisyllabic words with VCe syllables</p>	Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 183	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 183	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 10	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 10	second My Turn
			Teacher Only	(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>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</p> <p>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(iv) spelling words using advanced knowledge of syllable division patterns;</p> <p>(v) spelling words using knowledge of prefixes; and</p> <p>(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>(xvii) apply spelling knowledge by spelling multisyllabic words with vowel teams, including digraphs</p>	Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 117	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: 117	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 8	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 8	second 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:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</p> <p>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(iv) spelling words using advanced knowledge of syllable division patterns;</p> <p>(v) spelling words using knowledge of prefixes; and</p> <p>(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>(xviii) apply spelling knowledge by spelling multisyllabic words with vowel teams, including diphthongs</p>	Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 117	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 117	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 8	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 8	second My Turn
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;</p> <p>(ii) spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;</p> <p>(iii) spelling multisyllabic words with multiple sound-spelling patterns;</p> <p>(iv) spelling words using advanced knowledge of syllable division patterns;</p> <p>(v) spelling words using knowledge of prefixes; and</p> <p>(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>(xix) apply spelling knowledge by spelling multisyllabic words with r-controlled syllables</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 321	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 321	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 52	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 52	second My Turn
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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 multisyllabic words with final stable syllables	Student/Teacher	Narrative	9780328941742	Unit 2 Week 2: p. 283	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 2: p. 283	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 51	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 51	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)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. 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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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) apply spelling knowledge by spelling words with consonant changes, including /t/ to /sh/	Student/Teacher	Narrative	9780328941759	Unit 5 Week 1: p. 461	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 1: p. 461	My Turn
			Student/Teacher	Narrative	9780328941759	Additional Practice: Spelling, p. 182	Top of Page
			Student/Teacher	Activity	9780328941759	Additional Practice: Spelling, p. 182	My Turn
			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)			

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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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 with consonant changes including /k/ to /sh/	Student/Teacher	Narrative	9780328941759	Unit 5 Week 1: p. 461	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 1: p. 461	My Turn
			Student/Teacher	Narrative	9780328941759	Additional Practice: Spelling, p. 182	Top of Page
			Student/Teacher	Activity	9780328941759	Additional Practice: Spelling, p. 182	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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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) apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns	Student/Teacher	Narrative	9780328941759	Unit 5 Week 3: p. 535	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 3: p. 535	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 4: p. 563	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 4: p. 563	My Turn
			Student/Teacher	Activity	9780328941759	Additional Practice: Spelling, p. 185	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:	(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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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 advanced knowledge of syllable division patterns	Student/Teacher	Narrative	9780328941759	Unit 3 Week 5: p. 181	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 181	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 3: p. 535	Top of Page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 3: p. 535	My Turn
			Student/Teacher	Activity	9780328941759	Additional Practice: Spelling, p. 184	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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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	(xxv) apply spelling knowledge by spelling words using knowledge of prefixes	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 355	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 355	My Turn
			Student/Teacher	Narrative	9780328941742	Additional Practice: Spelling, p. 53	Top of Page
			Student/Teacher	Activity	9780328941742	Additional Practice: Spelling, p. 53	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
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. 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 words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician; (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	(xxvi) apply spelling knowledge by spelling words using knowledge of suffixes, including how they can change base words	Student/Teacher	Narrative	9780328941742	Unit 1 Week 1: p. 39	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 39	My Turn
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 147	Top of Page
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: p. 391	Top of Page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 147	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) write legibly in cursive	(i) write legibly in cursive	Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 187	My Turn paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 187	My Turn exercises
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: p. 395	My Turn paragraph
			Student/Teacher	(Drop-down selection)	9780328941742	Unit 2 Week 5: p. 395	My Turn exercises
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	(i) use print or digital resources to determine meaning	Student/Teacher	Narrative	9780328941742	Volume 1: p. 416	Top half of page
			Student/Teacher	Activity	9780328941742	Volume 1: p. 416	My Turn
			Student/Teacher	Narrative	9780328941759	Volume 2: p. 624	Top half of page
			Student/Teacher	Activity	9780328941759	Volume 2: p. 624	My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
Teacher Only	(Drop-down selection)						
Teacher Only	(Drop-down selection)						

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
(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, pronunciation, and word origin	(ii) use print or digital resources to determine syllabication	Student/Teacher	Narrative	9780328941742	Volume 1: p. 416	Top half of page
			Student/Teacher	Activity	9780328941742	Volume 1: p. 416	My Turn
			Student/Teacher	Narrative	9780328941759	Volume 2: p. 624	Top half of page
			Student/Teacher	Activity	9780328941759	Volume 2: p. 624	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)			
(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, pronunciation, and word origin	(iii) use print or digital resources to determine pronunciation	Student/Teacher	Narrative	9780328941742	Volume 1: p. 416	Top half of page
			Student/Teacher	Activity	9780328941742	Volume 1: p. 416	My Turn
			Student/Teacher	Narrative	9780328941759	Volume 2: p. 624	Top half of page
			Student/Teacher	Activity	9780328941759	Volume 2: p. 624	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:	(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin	(iv) use print or digital resources to determine word origin	Student/Teacher	Narrative	9780328941742	Volume 1: p. 416	Top half of page
			Student/Teacher	Activity	9780328941742	Volume 1: p. 416	My Turn
			Student/Teacher	Narrative	9780328941759	Volume 2: p. 624	Top half of page
			Student/Teacher	Activity	9780328941759	Volume 2: p. 624	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	(i) use context within a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 317	Top of page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 113	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 3: p. 115	Top of page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 163	Close Read Note, Vocabulary in Context
			Student/Teacher	Activity	9780328941742	Unit 2 Week 2: p. 267	Close Read Note, Vocabulary in Context
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(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	9780328941742	Unit 2 Week 3: p. 317	first paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 29	Close Read Note, Vocabulary in Context
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 113	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 3: p. 115	Top of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 62	Close Read Note, Vocabulary in Context
			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:	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo	(i) identify the meaning of words with affixes	Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 41	Top of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 1: p. 41	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 76	Top of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 76	My Turn
			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:	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo	(ii) identify the meaning of words with roots	Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 42	Top of page
			Student/Teacher	Activity	9780328941759	Unit 4 Week 3: p. 310	My Turn
			Student/Teacher	Narrative	9780328941759	Additional Practice: Word Study, p. 89	Top of page
			Student/Teacher	Activity	9780328941759	Additional Practice: Word Study, p. 89	both My Turns
			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:	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo	(iii) use words with affixes	Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 76	Top of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 76	My Turn
			Student/Teacher	Narrative	9780328941759	Additional Practice: Word Study, p. 90	Top of page
			Student/Teacher	Activity	9780328941759	Additional Practice: Word Study, p. 90	both My Turns
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo	(iv) use words with roots	Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 42	Top of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 1: p. 42	My Turn
			Student/Teacher	Narrative	9780328941759	Additional Practice: Word Study, p. 89	Top of page
			Student/Teacher	Activity	9780328941759	Additional Practice: Word Study, p. 89	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)			
(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 adages and puns	(i) identify adages	Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 347	Top of page
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 347	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 5: p. 393	first paragraph and Model box
			Student/Teacher	Activity	9780328941759	Unit 4 Week 5: p. 393	under blue box, Read the Text and 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 adages and puns	(ii) identify puns	Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 77	first paragraph and Model box
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 77	under blue box, Read the Text and My Turn
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 78	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 78	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 adages and puns	(iii) use adages	Student/Teacher	Narrative	9780328941759	Unit 4 Week 5: p. 347	first paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 5: p. 347	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 5: p. 394	first paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328941759	Unit 4 Week 5: p. 394	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 adages and puns	(iv) use puns	Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 77	first paragraph and Model box
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 77	under blue box, Read the Text and My Turn
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 78	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 78	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 adages and puns	(v) explain the meaning of adages	Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 347	Top of page
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 347	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 5: p. 393	first paragraph and Model box
			Student/Teacher	Activity	9780328941759	Unit 4 Week 5: p. 393	under blue box, Read the Text and 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 adages and puns	(vi) explain the meaning of puns	Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 77	first paragraph and Model box
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 77	under blue box, Read the Text and My Turn
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 78	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 78	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
(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	9780328941742	Unit 1 Week 3: p. 86	Be a Fluent Reader
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 86	Be a Fluent Reader
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 3: p. 286	Be a Fluent Reader
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 107	Close Read note, Fluency
			Student/Teacher	Activity	9780328941759	Unit 4 Week 3: p. 303	Close Read note, Fluency
			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	9780328941742	Unit 1 Week 3: p. 86	Be a Fluent Reader
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 86	Be a Fluent Reader
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 3: p. 286	Be a Fluent Reader
			Student/Teacher	Activity	9780328941759	Unit 4 Week 3: p. 303	Close Read note, Fluency
			Student/Teacher	Activity	9780328941759	Unit 5 Week 5: p. 588	Close Read note, Fluency
			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	(iii) use appropriate fluency (prosody) when reading grade-level text	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 292	Be a Fluent Reader
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 292	Be a Fluent Reader
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 5: p. 156	Be a Fluent Reader
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 171	Close Read note, Fluency
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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	9780328941742	Unit 1: p.10	Entire page
			Student/Teacher	Activity	9780328941742	Unit 1: p. 10	Entire page
			Student/Teacher	Narrative	9780328941759	Unit 3: p. 12	Entire page
			Student/Teacher	Activity	9780328941759	Unit 3: p. 12	Entire page
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			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	9780328941742	Unit 1: p. 10	Entire page
			Student/Teacher	Activity	9780328941759	Unit 4: pp. 208-209	Entire page
			Student/Teacher	Narrative	9780328941759	Unit 4: p. 208	Entire page
			Student/Teacher	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			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	(i) establish purpose for reading assigned texts	Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 54	Establish Purpose
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 54	Turn and Talk
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 2: p. 248	Establish Purpose
			Student/Teacher	Activity	9780328941759	Unit 4 Week 2: p. 248	My Purpose
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			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	9780328941742	Unit 2: p. 210	Entire page
			Student/Teacher	Activity	9780328941742	Unit 2: p. 210	Entire page
			Student/Teacher	Narrative	9780328941759	Unit 3: p. 12	Entire page
			Student/Teacher	Activity	9780328941759	Unit 3: p. 12	Independent Reading: Step 1
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			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	9780328941742	Unit 2 Week 3: p. 315	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 315	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 345	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 345	My Turn, bottom 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	9780328941742	Unit 2 Week 3: p. 315	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 315	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 345	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 345	My Turn, bottom 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	(iii) generate questions about text during reading to deepen understanding	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 315	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 315	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 345	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 345	My Turn, bottom 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	(iv) generate questions about text during reading to gain information	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 315	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 315	My Turn, bottom 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	Narrative	9780328941759	Unit 4 Week 4: p. 345	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 345	My Turn, bottom 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	(v) generate questions about text after reading to deepen understanding	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 315	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 315	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 345	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 345	My Turn, bottom 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	(vi) generate questions about text after reading to gain information	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 315	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 315	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 345	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 345	My Turn, bottom 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:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(i) make predictions using text features	Student/Teacher	Narrative	9780328941759	Unit 5 Week 2: p. 491	Top paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 177	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 349	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 5 Week 2: p. 491	My Turn, bottom 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:	(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	9780328941742	Unit 1 Week 5: p. 177	Top paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 177	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 2: p. 479	Close Read note, Confirm or Correct Predictions
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(iii) make predictions using structures	Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 177	Top paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 177	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 349	Top paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 349	My Turn, bottom 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:	(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	9780328941742	Unit 1 Week 5: p. 158	Read
			Student/Teacher	Activity	9780328941759	Unit 5 Week 2: p. 491	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 2: p. 491	Top paragraph
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(v) correct or confirm predictions using characteristics of genre	Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 177	Top paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 177	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 2: p. 491	Top paragraph
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780328941742	Unit 1 Week 5: p. 177	Top paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 177	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 177	Activity (My Turn, bottom half of 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)			
(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	9780328941742	Unit 1 Week 4: p. 141	Top paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 141	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 141	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 141	My Turn, bottom 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:	(E) make connections to personal experiences, ideas in other texts, and society	(i) make connections to personal experiences	Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 39	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 1: p. 39	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 5: p. 593	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 5 Week 5: p. 593	My Turn, bottom 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:	(E) make connections to personal experiences, ideas in other texts, and society	(ii) make connections to ideas in other texts	Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 39	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 1: p. 39	My Turn, bottom 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	Narrative	9780328941759	Unit 5 Week 5: p. 593	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 5 Week 5: p. 593	My Turn, bottom 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:	(E) make connections to personal experiences, ideas in other texts, and society	(iii) make connections to society	Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 39	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 1: p. 39	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 5: p. 593	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 5 Week 5: p. 593	My Turn, bottom 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:	(F) make inferences and use evidence to support understanding	(i) make inferences	Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: p. 71	Top paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 2: p. 71	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 5: p. 389	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 5: p. 389	My Turn, bottom 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:	(F) make inferences and use evidence to support understanding	(ii) use evidence to support understanding	Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: p. 71	Top paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 2: p. 71	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 5: p. 389	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 5: p. 389	My Turn, bottom 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:	(G) evaluate details read to determine key ideas	(i) evaluate details read to determine key ideas	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 239	Top paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 239	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 1: p. 233	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 1: p. 218	Close Read note, Evaluate Details
			Student/Teacher	Activity	9780328941759	Unit 4 Week 1: p. 233	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)			
(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	9780328941742	Unit 2 Week 5: p. 385	Top paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 385	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 3: p. 113	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 3: p. 113	My Turn, bottom 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:	(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	9780328941742	Unit 2 Week 2: p. 277	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 2: p. 271	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 2: p. 271	Top paragraph
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 4: p. 557	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 5 Week 4: p. 557	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)			
(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	9780328941742	Unit 2 Week 2: p. 277	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 2: p. 271	My Turn, bottom 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	Narrative	9780328941759	Unit 4 Week 2: p. 271	Top paragraph
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 4: p. 557	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 5 Week 4: p. 557	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:	(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	9780328941759	Unit 4 Week 5: p. 390	Describe Personal Connections
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 56	First Read box, Connect
			Student/Teacher	Activity	9780328941759	Unit 4 Week 5: p. 390	Describe Personal Connections
			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)			
(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	9780328941742	Unit 1 Week 4: p. 142	Top paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 142	Compare and Contrast
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 2: p. 278	Compare and Contrast
			Student/Teacher	Activity	9780328941742	Unit 2 Week 2: p. 278	Compare and Contrast
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(C) use text evidence to support an appropriate response	(i) use text evidence to support an appropriate response	Student/Teacher	Narrative	9780328941742	Unit 1 Week 1: p. 33	Top paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 33	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 111	Top paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 111	My Turn, bottom 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
(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	9780328941742	Unit 1 Week 1: p. 34	Retell Texts
			Student/Teacher	Activity	9780328941759	Unit 4 Week 3: p. 307	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 3: p. 307	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 346	Summarize Texts
			Teacher Only	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell, 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	9780328941742	Unit 1 Week 1: p. 34	Retell Texts
			Student/Teacher	Activity	9780328941759	Unit 4 Week 3: p. 307	My Turn, bottom half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 3: p. 307	Top paragraph
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 346	Summarize Texts
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 346	Summarize Texts
			Teacher Only	Narrative			
			Teacher Only	Activity			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	(i) interact with sources in meaningful ways	Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: p. 72	Interact with Sources
			Student/Teacher	Activity	9780328941742	Unit 1 Week 2: p. 72	Interact with Sources
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 74	Freewrite
			Student/Teacher	Activity	9780328941742	Unit 2 Week 2: p. 253	Freewrite
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 74	Freewrite
			Teacher Only	Narrative			
			Teacher Only	Activity			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(F) respond using newly acquired vocabulary as appropriate	(i) respond using newly acquired vocabulary as appropriate	Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: p. 382	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 382	My Turn
			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	Narrative	9780328941759	Unit 3 Week 1: p. 36	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 1: p. 36	My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(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	9780328941742	Unit 2 Week 1: p. 240	Whole page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 240	Make Pertinent Comments
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 1: p. 456	Make Pertinent Comments
			Student/Teacher	Activity	9780328941759	Unit 5 Week 1: p. 456	Make Pertinent Comments
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) infer multiple themes within a text using text evidence	(i) infer multiple themes within a text using text evidence	Student/Teacher	Narrative	9780328941759	Unit 3 Week 5: p. 174	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 174	My Turn, bottom of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 2: p. 270	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 2: p. 270	My Turn, 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)			
(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) analyze the relationships of and conflicts among the characters	(i) analyze the relationships of the characters	Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 38	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 1: p. 38	My Turn, bottom of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 1: p. 232	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 1: p. 232	My Turn, bottom of page
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
(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) analyze the relationships of and conflicts among the characters	(ii) analyze the conflicts among the characters	Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 38	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 1: p. 38	My Turn, bottom of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 1: p. 232	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 1: p. 232	My Turn, 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)			
(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 rising action, climax, falling action, and resolution	(i) analyze plot elements, including rising action	Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: pp. 54-55	Realistic Fiction; anchor chart
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: pp. 54-55	Turn and Talk second sentence
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 72	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 72	My Turn, 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)			
(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 rising action, climax, falling action, and resolution	(ii) analyze plot elements, including climax	Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: pp. 54-55	Realistic Fiction; anchor chart
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: pp. 54-55	Turn and Talk second sentence
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 72	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 72	My Turn, 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)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, and resolution	(iii) analyze plot elements, including falling action	Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: pp. 54-55	Realistic Fiction; anchor chart
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: pp. 54-55	Turn and Talk second sentence
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 72	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 72	My Turn, bottom of page
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 rising action, climax, falling action, and resolution	(iv) analyze plot elements, including resolution	Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: pp. 54-55	Realistic Fiction; anchor chart
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: pp. 54-55	Turn and Talk second sentence
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 72	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 72	My Turn, bottom of page
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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) analyze the influence of the setting, including historical and cultural settings, on the plot	(i) analyze the influence of the setting, including historical settings, on the plot	Student/Teacher	Narrative	9780328941759	Unit 4 Week 1: p. 214	First paragraph and bullets
			Student/Teacher	Activity	9780328941759	Unit 4 Week 5: p. 387	Check for Understanding, Item 2
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 3: p. 528	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 5 Week 3: p. 528	My Turn, 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)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>	<p>(D) analyze the influence of the setting, including historical and cultural settings, on the plot</p>	<p>(ii) analyze the influence of the setting, including cultural settings, on the plot</p>	Student/Teacher	Narrative	9780328941759	Unit 4 Week 1: p. 214	First paragraph and bullets
			Student/Teacher	Activity	9780328941759	Unit 4 Week 5: p. 387	Check for Understanding, Item 2
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 3: p. 528	Top paragraph
			Student/Teacher	Activity	9780328941759	Unit 5 Week 3: p. 528	My Turn, bottom of page
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales</p>	<p>(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature</p>	Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: pp. 18-19	Realistic Fiction, anchor chart
			Student/Teacher	Activity	9780328941759	Unit 3 Week 1: pp. 18-19	Turn and Talk
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 3: pp. 88-89	Legend and Drama, anchor chart
			Student/Teacher	Activity	9780328941759	Unit 3 Week 3: pp. 88-89	Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
<p>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>	<p>(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms</p>	<p>(i) explain the use of sound devices across a variety of poetic forms</p>	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: pp. 124-125	A Poetry Machine
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 140	Items #1-#2 and first two blue boxes
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 140	First paragraph
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: pp. 128-129	First paragraph and bulleted list, Anchor Chart)
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 139	Item #2
			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:	(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(ii) explain the use of figurative language across a variety of poetic forms	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 125	Simile box and purple underscoring in example poem
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 140	Items #1-#2 and third blue box
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 140	Second paragraph
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 140	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 139	Item #3
			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 the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms	(iii) distinguish between the poet and the speaker in poems across a variety of poetic forms	Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 140	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 140	Last activity at bottom 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)			
			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	9780328941759	Unit 3 Week 3: pp. 88-89	Third paragraph and its bulleted list, Anchor Chart
			Student/Teacher	Activity	9780328941759	Unit 3 Week 3: pp. 88-89	Turn and Talk
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 3: p. 112	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 3: p. 112	Items #1-#2 and chart
			Student/Teacher	Activity	9780328941759	Unit 3 Week 3: p. 111	Item #1
			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 insets, timelines, and sidebars to support understanding; and (iii) organizational patterns such as logical order and order of importance	(i) recognize characteristics of informational text, including the central idea with supporting evidence	Student/Teacher	Narrative	9780328941742	Unit 1 Week 1: pp. 16-17	Paragraph and bulleted list, Anchor Chart
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 32	Items #1-#2 and chart
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 1: p. 32	First paragraph
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 1: p. 33	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 33	Items #1-#2, chart, 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:	(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as insets, timelines, and sidebars to support understanding; and (iii) organizational patterns such as logical order and order of importance	(ii) recognize characteristics of informational text, including features to support understanding	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: pp. 330-331	Informational Text paragraph and bulleted list, Text Features Anchor Chart
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 330	Turn and Talk
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 1: pp. 16-17	Paragraph and bulleted list, Anchor Chart
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 1: pp. 216-217	Paragraph and bulleted list, Anchor Chart
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 237	Items #1-#2
			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 insets, timelines, and sidebars to support understanding; and (iii) organizational patterns such as logical order and order of importance	(iii) recognize characteristics of informational text, including organizational patterns	Student/Teacher	Narrative	9780328941742	Unit 1 Week 1: p. 17	Anchor Chart Text Structures section
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 176	Items #1-#2 and chart
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 156-157	Informational Text paragraphs and bulleted list, Text Structures Anchor Chart
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 176	First two paragraphs
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 161	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:	(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as insets, timelines, and sidebars to support understanding; and (iii) organizational patterns such as logical order and order of importance	(iv) recognize structures of informational text, including the central idea with supporting evidence	Student/Teacher	Narrative	9780328941742	Unit 2 Week 1: pp. 216-217	Informational Text paragraph and bulleted list, Informational Text Anchor Chart
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: pp. 216-217	Turn and Talk
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 1: p. 32	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 32	Items #1-#2 and chart
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 20	Analyze Main Ideas and Details 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:	(D) recognize characteristics and structures of informational text, including: (i) the central idea with supporting evidence; (ii) features such as insets, timelines, and sidebars to support understanding; and (iii) organizational patterns such as logical order and order of importance	(v) recognize structures of informational text, including features to support understanding	Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: pp. 48-49	Informational Text paragraph and bulleted list, Text Feature Anchor Chart
			Student/Teacher	Activity	9780328941742	Unit 1 Week 2: pp. 48-49	Turn and Talk
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 3: pp. 286-287	Informational Text paragraph and bulleted list, Text Feature Anchor Chart
			Student/Teacher	Activity	9780328941742	Unit 1 Week 2: p. 58	Analyze Text Features side column note
			Student/Teacher	Activity	9780328941742	Unit 1 Week 2: p. 60	Analyze Text Features side column note
			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 insets, timelines, and sidebars to support understanding; and (iii) organizational patterns such as logical order and order of importance	(vi) recognize structures of informational text, including organizational patterns	Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: pp. 156-157	Informational Text paragraphs and bulleted list, Text Structures Anchor Chart
			Student/Teacher	Activity	9780328941759	Unit 4 Week 3: p. 306	Entire page except first paragraph
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 1: p. 217	Anchor Chart Text Structures and Signal Words section
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 3: p. 306	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 3: p. 290	Interpret 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 or against an argument; and (iii) identifying the intended audience or reader	(i) recognize characteristics of argumentative text by identifying the claim	Student/Teacher	Narrative	9780328941742	Unit 1 Week 6: pp. 194-195	Make a Statement first paragraph and bulleted list, Plan Your Research Definition Claim box
			Student/Teacher	Activity	9780328941742	Unit 1 Week 6: p. 194	Collaborate item #1
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: p. 384	First paragraph
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: pp. 364-365	Argumentative Text first paragraph and bulleted list, Argumentative Text Anchor Chart
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 384	Items #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:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader	(ii) recognize characteristics of argumentative text by explaining how the author has used facts for or against an argument	Student/Teacher	Narrative	9780328941742	Unit 1 Week 6: pp. 194-195	Make a Statement first paragraph and bulleted list, Plan Your Research Definition Claim box
			Student/Teacher	Activity	9780328941742	Unit 1 Week 6: p. 194	Collaborate items #2-3)
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: p. 384	First paragraph
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: pp. 364-365	Argumentative Text first paragraph and bulleted list, Argumentative Text Anchor Chart
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 384	Items #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:	(E) recognize characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author has used facts for or against an argument; and (iii) identifying the intended audience or reader	(iii) recognize characteristics of argumentative text by identifying the intended audience or reader	Student/Teacher	Narrative	9780328941759	Unit 3 Week 6: p. 196	Second paragraph, bulleted list, third paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 6: pp. 198-199	Now You Try It checklist item #5, Student Model green "Highlight" callout box
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 5: p. 592	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 5 Week 5: p. 592	Items #1-#2 and chart
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 384	Items #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)			

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 or against an argument; and (iii) identifying the intended audience or reader	(iv) recognize structures of argumentative text by identifying the claim	Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: pp. 364-365	Argumentative Text first paragraph and bulleted list, Argumentative Text Anchor Chart
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 368	Analyze Argumentative Texts sidebar
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 5: pp. 572-573	Argumentative Text first paragraph and bulleted list, Argumentative Text Anchor Chart
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 381	Analyze Argumentative Texts sidebar
			Student/Teacher	Activity	9780328941759	Unit 5 Week 5: p. 577	Analyze Argumentative Texts 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 or against an argument; and (iii) identifying the intended audience or reader	(v) recognize structures of argumentative text by explaining how the author has used facts for or against an argument	Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: pp. 364-365	Argumentative Text first paragraph and bulleted list, Argumentative Text Anchor Chart
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 372	Analyze Argumentative Texts sidebar
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 5: pp. 572-573	Argumentative Text first paragraph and bulleted list, Argumentative Text Anchor Chart
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 369	Analyze Argumentative Texts sidebar
			Student/Teacher	Activity	9780328941759	Unit 5 Week 5: p. 577	Analyze Argumentative Texts 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 or against 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	9780328941759	Unit 3 Week 6: p. 196	Second paragraph, bulleted list, and third paragraph
			Student/Teacher	Activity	9780328941759	Unit 5 Week 5: p. 586	Analyze Argumentative Texts sidebar
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 5: p. 592	First paragraph
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 6: p. 406	Second paragraph and bulleted list
			Student/Teacher	Activity	9780328941759	Unit 5 Week 5: p. 592	Items #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)			

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	9780328941742	Unit 2 Week 5: p. 363	First paragraph under Weekly Question
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 363	Turn and Talk in sidebar
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 1: p. 214	Historical Fiction second paragraph, bulleted list, third paragraph)
			Student/Teacher	Activity	9780328941759	Unit 4 Week 1: p. 214	Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780328941742	Unit 2 Week 5: p. 363	First paragraph under Weekly Question
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 363	Turn and Talk in sidebar
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 6: p. 404	Entire page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 6: p. 405	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)			
(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	9780328941742	Unit 1 Week 1: p. 37	first paragraph and blue Model box
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 37	under blue box, Read the text and My Turn
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 1: p. 38	First paragraph
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 1: p. 238	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 238	Items #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)			

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>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(A) explain the author's purpose and message within a text</p>	<p>(ii) explain the author's message within a text</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 353	first paragraph and blue Model box
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 347	Item #2
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 354	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 353	under blue box, Read the text and My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(B) analyze how the use of text structure contributes to the author's purpose</p>	<p>(i) analyze how the use of text structure contributes to the author's purpose</p>	Student/Teacher	Narrative	9780328941742	Unit 2 Week 2: p. 276	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 2: p. 276	Last item at bottom of page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 2: p. 495	first paragraph and blue Model box
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 3: p. 306	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 5 Week 2: p. 495	under blue box, Reread and My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
<p>(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>	<p>(C) analyze the author's use of print and graphic features to achieve specific purposes</p>	<p>(i) analyze the author's use of print features to achieve specific purposes</p>	Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: p. 70	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 2: p. 70	Items #1-#2
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: p. 75	first paragraph and blue Model box
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: p. 76	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 2: p. 75	under blue box, Reread and My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
Teacher Only	(Drop-down selection)						

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(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	9780328941742	Unit 2 Week 1: p. 243	first paragraph and blue Model box
			Student/Teacher	Activity	9780328941742	Unit 1 Week 2: p. 75	under blue box, Reread and My Turn
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: p. 75	first paragraph and blue Model box
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: p. 76	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 1: p. 243	under blue box, Reread and My Turn
			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 achieves specific purposes	(i) describe how the author's use of imagery achieves specific purposes	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 145	first paragraph and blue Model box
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 145	under blue box, Reread and My Turn
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 146	First paragraph
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 43	first paragraph and blue Model box
			Student/Teacher	Activity	9780328941759	Unit 3 Week 1: p. 43	under blue box, Reread and My Turn
			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 achieves specific purposes	(ii) describe how the author's use of literal language achieves specific purposes	Student/Teacher	Narrative	9780328941759	Unit 5 Week 3: p. 533	first paragraph and blue Model box
			Student/Teacher	Activity	9780328941759	Unit 5 Week 3: p. 534	My Turn #1
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 3: p. 534	First paragraph
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
(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 achieves specific purposes	(iii) describe how the author's use of figurative language achieves specific purposes	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 140	Second paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 140	Items #1-#2 and chart
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 181	first paragraph and blue Model box
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 182	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 181	under blue box, Read the text and My Turn
			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 achieves specific purposes	(iv) describe how the author's use of sound devices achieves specific purposes	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 140	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 140	Items #1-#2 and chart
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: pp. 128-129	Poetry paragraph and bulleted list, Poetry Anchor Chart
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 142	Compare and Contrast section
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 137	Close Read note Explain Figurative Language sidebar
			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	9780328941742	Unit 1 Week 3: p. 110	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 110	Items #1-#2 and chart
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 314	First two paragraphs
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: p. 389	first paragraph and blue Model box
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 314	Items #1-#2 and chart
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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	9780328941742	Unit 1 Week 3: p. 110	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 110	Items #1-#2 and chart
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 314	First two paragraphs
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: p. 389	first paragraph and blue Model box
			Student/Teacher	Activity	'9780328941742	Unit 2 Week 3: p. 314	Items #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) examine how the author's use of language contributes to voice	(i) examine how the author's use of language contributes to voice	Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 115	Top half of page
			Student/Teacher	Activity	'9780328941742	Unit 1 Week 3: p. 115	under blue box, Read the text and My Turn
			Student/Teacher	Narrative	'9780328941742	Unit 1 Week 3: p. 116	First paragraph
			Student/Teacher	Narrative	'9780328941742	Unit 2 Week 3: p. 319	first paragraph and blue Model box
			Student/Teacher	Activity	'9780328941742	Unit 2 Week 3: p. 319	under blue box, Reread and My Turn
			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) explain the purpose of hyperbole, stereotyping, and anecdote	(i) explain the purpose of hyperbole	Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 77	first paragraph and blue Model box
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 77	under blue box, Read the text and My Turn
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 78	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 78	My Turn #1
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) explain the purpose of hyperbole, stereotyping, and anecdote	(ii) explain the purpose of stereotyping	Student/Teacher	Narrative	9780328941759	Unit 3 Week 3: p. 117	first paragraph and blue Model box
			Student/Teacher	Activity	9780328941759	Unit 3 Week 3: p. 117	under blue box, Read the text and My Turn
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 3: p. 118	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 3: p. 118	My Turn #1
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(G) explain the purpose of hyperbole, stereotyping, and anecdote	(iii) explain the purpose of anecdote	Student/Teacher	Narrative	9780328941759	Unit 3 Week 3: p. 117	first paragraph and blue Model box
			Student/Teacher	Activity	9780328941759	Unit 3 Week 3: p. 117	under blue box, Read the text and My Turn
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 3: p. 118	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 3: p. 118	My Turn #1
			Student/Teacher	(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	9780328941759	Unit 5 Week 4: p. 566	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 4: p. 566	My Turn
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 1: p. 45	First paragraph
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 1: p. 250	My Turn box
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 45	My Turn and chart
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
(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 reflecting depth of thought with specific facts and details	(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 323	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 323	Bottom half of page
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 119	First paragraph and bulleted list
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 119	Both My Turns
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 reflecting depth of thought with specific facts and details	(ii) develop drafts into a focused piece of writing by organizing with purposeful structure including transitions	Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 121	Entire page except My Turn
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 325	My Turn
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 325	Entire page except My Turn
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 121	My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(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 reflecting depth of thought with specific facts and details	(iii) develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion	Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 123	First paragraph and bulleted list
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 123	My Turn and chart
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 327	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 327	My Turn and chart
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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 reflecting depth of thought with specific facts and details	(iv) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific facts	Student/Teacher	Narrative	9780328941742	Unit 2 Week 2: p. 285	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 2: p. 285	Both My Turns
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 2: p. 286	Entire page except My Turns
			Student/Teacher	Activity	9780328941742	Unit 2 Week 2: p. 286	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 reflecting depth of thought with specific facts and details	(v) develop drafts into a focused piece of writing by developing an engaging idea with reflecting depth of thought with specific details	Student/Teacher	Narrative	9780328941742	Unit 2 Week 2: p. 285	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 2: p. 285	Both My Turns
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 2: p. 286	Entire page except My Turns
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: p. 81	First paragraph and two examples
			Student/Teacher	Activity	9780328941742	Unit 2 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:	(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 reflecting depth of thought with specific facts and details	(vi) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 323	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 323	Bottom half of page
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 119	First paragraph and bulleted list
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 119	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
(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 reflecting depth of thought with specific facts and details	(vii) develop drafts into a structured piece of writing by organizing with purposeful structure, including transitions	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 325	Entire page except My Turn
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 325	My Turn
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 121	Entire page except My Turn
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 121	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:	(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 reflecting depth of thought with specific facts and details	(viii) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 327	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 327	My Turn
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 123	First paragraph and bulleted list
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 123	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:	(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 reflecting depth of thought with specific facts and details	(ix) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific facts	Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 81	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 81	Both My Turns
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 82	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 83	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 82	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
(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 reflecting depth of thought with specific facts and details	(x) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific details	Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 81	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 81	Both My Turns
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 82	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 83	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 82	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:	(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 reflecting depth of thought with specific facts and details	(xi) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9780328941759	Unit 3 Week 3: p. 121	Entire page except My Turn
			Student/Teacher	Activity	9780328941759	Unit 3 Week 3: p. 121	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 3: p. 315	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 4 Week 3: p. 315	My Turn and chart
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 reflecting depth of thought with specific facts and details	(xii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including transitions	Student/Teacher	Narrative	9780328941759	Unit 3 Week 3: p. 123	First two paragraphs
			Student/Teacher	Activity	9780328941759	Unit 3 Week 3: p. 123	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 reflecting depth of thought with specific facts and details	(xiii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including a conclusion	Student/Teacher	Narrative	9780328941759	Unit 3 Week 3: p. 121	Entire page except My Turn
			Student/Teacher	Activity	9780328941759	Unit 3 Week 3: p. 121	My Turn
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 327	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 327	My Turn and chart
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 reflecting depth of thought with specific facts and details	(xiv) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts	Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 84	Entire page except My Turn
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 84	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 reflecting depth of thought with specific facts and details	(xv) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details	Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 84	Entire page except My Turn
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 84	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:	(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	9780328941742	Unit 1 Week 3: p. 122	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 152	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	9780328941742	Unit 1 Week 4: p. 152	First paragraph
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 6: p. 204	Add Details to Strengthen Evidence
			Student/Teacher	(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	9780328941742	Unit 1 Week 4: p. 153	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 153	Both My Turns
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 153	Peer Editing Checklist fifth item
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 183	Revise Based on Feedback checklist third 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	(iii) revise drafts to improve sentence structure by combining ideas	Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 152	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 152	Both My Turns
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 6: p. 202	Revise to Combine Ideas
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 185	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 185	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:	(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	9780328941742	Unit 1 Week 5: p. 185	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 185	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:	(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	9780328941759	Unit 3 Week 4: p. 151	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 151	Entire page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 153	Peer Editing Checklist fifth item
			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:	(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	9780328941742	Unit 1 Week 4: p. 152	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 152	Both My Turns
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 183	Revise Based on Feedback checklist fourth item
			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:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(vii) revise drafts to improve word choice by deleting ideas	Student/Teacher	Narrative	9780328941759	Unit 4 Week 5: p. 397	Second paragraph and second box
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 183	Revise Based on Feedback checklist fourth item
			Student/Teacher	Activity	9780328941759	Unit 4 Week 5: p. 397	Both My Turns
			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:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(viii) revise drafts to improve word choice by combining ideas	Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 185	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 185	Both My Turns
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 152	First paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 183	Revise Based on Feedback 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	(ix) revise drafts to improve word choice by rearranging ideas for coherence	Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 185	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 185	Both My Turns
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 183	Revise Based on Feedback checklist fourth item
			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:	(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	(x) revise drafts to improve word choice by rearranging ideas for clarity	Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 151	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 151	Entire page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 183	Revise Based on Feedback checklist fourth item
			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:	(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; 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	9780328941742	Unit 1 Week 5: p. 186	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 186	Both My Turns
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 1: p. 246	Top half of page
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 360	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 2 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)			
(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(ii) edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement	Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 186	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 186	Both My Turns
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 360	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 360	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:	(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(iii) edit drafts using standard English conventions, including complete simple sentences with avoidance of splices	Student/Teacher	Narrative	9780328941742	Unit 1 Week 1: p. 40	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 40	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:	(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; 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	9780328941742	Unit 1 Week 3: p. 118	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 118	My Turn
			Student/Teacher	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			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)			
(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(v) edit drafts using standard English conventions, including complete simple sentences with avoidance of run-ons	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 360	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 360	both My Turns
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 118	My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(vi) edit drafts using standards English conventions, including complete compound sentences with avoidance of run-ons	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 360	First paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 360	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)			
(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; 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	9780328941742	Unit 1 Week 1: p. 40	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 40	My Turn
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 186	First paragraph and first box
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 360	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 360	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
(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(viii) edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 360	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 360	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)			
(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(ix) edit drafts using standard English conventions, including past tense of irregular verbs	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 322	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 322	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 354	Second paragraph and second box
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 5: p. 602	Second paragraph and second box
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 354	Both My Turns
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; 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 collective nouns	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 148	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 148	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 355	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 5: p. 601	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 355	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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xi) edit drafts using standard English conventions, including adjectives, including their comparative forms	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 149	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 149	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	9780328941759	Unit 4 Week 2: p. 278	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 4: p. 568	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 4: p. 568	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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xii) edit drafts using standard English conventions, including adjectives, including their superlative forms	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 149	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 149	Both My Turns
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 2: p. 278	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 4: p. 568	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 4: p. 568	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
(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; 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 conjunctive adverbs	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 150	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 4: p. 150	Both My Turns
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 359	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 5: p. 182	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 5: p. 182	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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xiv) edit drafts using standard English conventions, including prepositions	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 361	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 6: p. 203	Conventions checklist fourth item
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 46	Entire page except My Turn
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 353	Top half of page

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 353	First 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: (j) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (k) past tense of irregular verbs; (l) collective nouns; (m) adjectives, including their comparative and superlative forms; (n) conjunctive adverbs; (o) prepositions and prepositional phrases and their influence on subject-verb agreement; (p) pronouns, including indefinite; (q) subordinating conjunctions to form complex sentences; (r) capitalization of abbreviations, initials, acronyms, and organizations; (s) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (t) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xv) edit drafts using standard English conventions, including prepositional phrases	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 361	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 1: p. 46	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 46	Entire page except My Turn
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 353	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 6: p. 203	Conventions checklist fourth item
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; 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 [the] influence [of prepositional phrases] on subject-verb agreement	Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 361	Fourth paragraph and its example and green box
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 361	Both My Turns
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 1: p. 46	Entire page except My Turn
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 353	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 353	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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xvii) edit drafts using standard English conventions, including pronouns, including indefinite	Student/Teacher	Narrative	9780328941742	Unit 1 Week 4: p. 151	Entire page except My Turns
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 80	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 80	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 148	Top half of page

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 148	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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xviii) edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences	Student/Teacher	Narrative	9780328941759	Unit 4 Week 3: p. 314	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 4 Week 3: p. 314	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 356	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 4: p. 567	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 356	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
(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xix) edit drafts using standard English conventions, including capitalization of abbreviations	Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: p. 394	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 394	Both My Turns
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 149	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 5: p. 396	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 149	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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xx) edit drafts using standard English conventions, including capitalization of initials	Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: p. 394	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 394	Both My Turns
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 149	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 5: p. 396	Top half of page

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 149	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: (j) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (k) past tense of irregular verbs; (l) collective nouns; (m) adjectives, including their comparative and superlative forms; (n) conjunctive adverbs; (o) prepositions and prepositional phrases and their influence on subject-verb agreement; (p) pronouns, including indefinite; (q) subordinating conjunctions to form complex sentences; (r) capitalization of abbreviations, initials, acronyms, and organizations; (s) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (t) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxi) edit drafts using standard English conventions, including capitalization of acronyms	Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: p. 394	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 394	Both My Turns
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 149	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 5: p. 396	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 149	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
(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxii) edit drafts using standard English conventions, including capitalization of organizations	Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: p. 394	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 394	Both My Turns
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 149	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 5: p. 396	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 149	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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxiii) edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences	Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 118	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 118	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 357	First bulleted list
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 3: p. 314	Top half of page

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 357	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: (j) complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) past tense of irregular verbs; (iii) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxiv) edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences	Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 118	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 118	My Turn
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 3: p. 314	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 357	First bulleted list
			Student/Teacher	Activity	9780328941759	Unit 4 Week 3: p. 314	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
(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; 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 punctuation marks, including quotation marks in dialogue	Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: p. 393	Second paragraph and box
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 393	Both My Turns
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 4: p. 357	Second bulleted list
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 4: p. 564	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 4 Week 4: p. 357	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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxvi) edit drafts using standard English conventions, including punctuation marks, including italics for titles	Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 150	First two paragraphs and first box
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 150	MyTurn
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 3: p. 536	First paragraph and chart
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 4: p. 569	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	(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxvii) edit drafts using standard English conventions, including punctuation marks, including italics for emphasis	Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 150	Third paragraph and second box
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 150	MyTurn
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 4: p. 569	Second paragraph and its examples
			Student/Teacher	Activity	9780328941759	Unit 5 Week 4: p. 569	Second 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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; 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 punctuation marks, including underlining for titles	Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 150	First two paragraphs and first 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	9780328941759	Unit 3 Week 4: p. 150	MyTurn
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 3: p. 536	First paragraph and chart
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 4: p. 569	Second paragraph and its examples
			Student/Teacher	Activity	9780328941759	Unit 5 Week 3: p. 536	MyTurn
			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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxix) edit drafts using standard English conventions, including punctuation marks, including underlining for emphasis	Student/Teacher	Narrative	9780328941759	Unit 3 Week 4: p. 150	Third paragraph and second box
			Student/Teacher	Activity	9780328941759	Unit 3 Week 4: p. 150	MyTurn
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 4: p. 569	Second paragraph and its examples
			Student/Teacher	Activity	9780328941759	Unit 5 Week 4: p. 569	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
(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; 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 correct spelling of words with grade-appropriate orthographic patterns	Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 184	First paragraph and chart
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 184	MyTurn
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 322	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 5: p. 602	Top half of page
			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:	(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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; 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 correct spelling of words with grade-appropriate orthographic rules	Student/Teacher	Narrative	9780328941742	Unit 1 Week 5: p. 184	First paragraph and chart
			Student/Teacher	Activity	9780328941742	Unit 1 Week 5: p. 184	MyTurn
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 322	Top half of page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 5: p. 602	Top half of 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
			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) collective nouns; (iv) adjectives, including their comparative and superlative forms; (v) conjunctive adverbs; (vi) prepositions and prepositional phrases and their influence on subject-verb agreement; (vii) pronouns, including indefinite; (viii) subordinating conjunctions to form complex sentences; (ix) capitalization of abbreviations, initials, acronyms, and organizations; (x) punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xxxii) edit drafts using standard English conventions, including correct spelling of high-frequency words	Student/Teacher	Narrative	9780328941742	Unit 2 Week 3: p. 322	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 322	MyTurn
			Student/Teacher	Activity	9780328941759	Unit 5 Week 5: p. 602	Both My Turns
			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:	(E) publish written work for appropriate audiences	(i) publish written work for appropriate audiences	Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: p. 395	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 6: p. 414	Collaborate
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 5: p. 399	First paragraph
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 5: p. 603	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 5 Week 6: p. 622	Collaborate
			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, fiction, and poetry using genre characteristics and craft	(i) compose literary texts using genre characteristics	Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: p. 82	First paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328941742	Unit 1 Week 2: p. 82	Both My Turns
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: p. 83	First paragraph
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 119	First paragraph and bulleted list
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: p. 83	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, fiction, and poetry using genre characteristics and craft	(ii) compose literary texts using craft	Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: p. 82	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 2: p. 82	Both My Turns
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 2: p. 83	First paragraph
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 116	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 116	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) compose informational texts, including 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	9780328941742	Unit 1 Week 1: p. 38	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 1: p. 38	My Turn
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 6: p. 406	Word to the Wise, first paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 6: p. 406	Now You Try It checklist, first 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)			
(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	9780328941742	Unit 2 Week 2: p. 285	First paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 2: p. 286	Second My Turn
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 2: p. 286	Entire page except My Turns
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 6: p. 406	Word to the Wise entire page except Now You Try It!
			Student/Teacher	Activity	9780328941742	Unit 2 Week 6: p. 406	Now You Try It checklist
			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)			
(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	9780328941742	Unit 2 Week 3: p. 326	Use Formatting, top half of page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 3: p. 326	second My Turn
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 4: p. 357	Use Precise Language and Domain-Specific Vocabulary, top half of page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 4: p. 357	Second 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)			
(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 and craft	Student/Teacher	Narrative	9780328941742	Unit 1 Week 3: p. 112	Use Text Evidence
			Student/Teacher	Activity	9780328941742	Unit 1 Week 3: p. 112	Use Text Evidence last paragraph
			Student/Teacher	Narrative	9780328941742	Unit 1 Week 6: pp. 198-199	Appeal to Your Audience, entire spread except Now You Try It!
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 3: p. 122	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 6: pp. 198-199	Now You Try It checklist
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(C) compose argumentative texts, including opinion essays, using genre characteristics and craft	(ii) compose argumentative texts, including opinion essays, using craft	Student/Teacher	Narrative	9780328941742	Unit 2 Week 5: pp. 390	Write for a Reader, first paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 6: pp. 198-199	Now You Try It checklist
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 2: p. 84	Entire page except My Turn
			Student/Teacher	Activity	9780328941759	Unit 3 Week 2: p. 84	My Turn
			Student/Teacher	Activity	9780328941742	Unit 2 Week 5: p. 390	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(D) compose correspondence that requests information	(i) compose correspondence that requests information	Student/Teacher	Narrative	9780328941742	Unit 1 Week 6: p. 202	Entire 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	9780328941742	Unit 1 Week 6: p. 203	Collaborate
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 6: p. 410	Entire page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 6: p. 411	Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(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	9780328941742	Unit 1 Week 6: p. 202	Entire page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 6: p. 203	Collaborate
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 6: p. 414	Entire page
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 6: p. 415	Collaborate
			Student/Teacher	Activity	9780328941759	Unit 4 Week 6: p. 407	Collaborate, first box, first activity with write-on line
			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) generate questions on a topic for informal inquiry	Student/Teacher	Narrative	9780328941742	Unit 1 Week 6: p. 192	Research Articles paragraph, Generate Questions first paragraph
			Student/Teacher	Activity	9780328941759	Unit 4 Week 2: p. 247	Turn and Talk
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 6: p. 608	Research Articles paragraph
			Student/Teacher	Activity	9780328941759	Unit 5 Week 6: p. 608	Collaborate
			Student/Teacher	Activity	9780328941759	Unit 3 Week 6: p. 190	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)			
(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) clarify questions on a topic for formal inquiry	Student/Teacher	Narrative	9780328941759	Unit 4 Week 6: p. 414	Entire page
			Student/Teacher	Activity	9780328941759	Unit 4 Week 6: p. 415	Collaborate
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 6: p. 415	Collaborate second paragraph and bulleted list)
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 6: p. 408	Entire page
			Student/Teacher	Activity	9780328941759	Unit 4 Week 6: p. 409	Top 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)			
(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	9780328941742	Unit 1 Week 6: p. 192	Research Articles paragraph, Generate Questions first paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 6: p. 192	Collaborate
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 6: p. 608	Research Articles paragraph
			Student/Teacher	Activity	9780328941759	Unit 5 Week 6: p. 608	Research Articles, Generate Questions)
			Student/Teacher	Activity	9780328941759	Unit 3 Week 6: p. 190	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)			
(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	9780328941742	Unit 1 Week 6: p. 192	Research Articles paragraph
			Student/Teacher	Activity	9780328941742	Unit 2 Week 6: p. 403	Entire page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 6: p. 611	Collaborate and chart
			Student/Teacher	Activity	9780328941759	Unit 3 Week 6: p. 193	Entire page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 6: p. 611	Chart and last paragraph
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(B) develop and follow a research plan with adult assistance	(ii) follow a research plan with adult assistance	Student/Teacher	Narrative	9780328941742	Unit 1 Week 6: p. 192	Research Articles paragraph
			Student/Teacher	Activity	9780328941742	Unit 1 Week 6: p. 195	Collaborate
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 6: p. 611	Collaborate and chart
			Student/Teacher	Activity	9780328941759	Unit 5 Week 6: p. 611	Chart and last paragraph
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant information from a variety of sources	(i) identify relevant information from a variety of sources	Student/Teacher	Narrative	9780328941742	Unit 1 Week 6: p. 196	Entire 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	9780328941742	Unit 1 Week 6: p. 197	Collaborate first paragraph and chart
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 6: p. 404	Entire page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 6: p. 405	Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) identify and gather relevant information from a variety of sources	(ii) gather relevant information from a variety of sources	Student/Teacher	Narrative	9780328941742	Unit 1 Week 6: p. 196	Entire page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 6: p. 197	Collaborate first paragraph and chart
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 6: p. 404	Entire page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 6: p. 405	Collaborate
			Student/Teacher	Activity	9780328941759	Unit 3 Week 6: p. 195	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) understand credibility of primary and secondary sources	(i) understand credibility of primary sources	Student/Teacher	Narrative	9780328941742	Unit 2 Week 6: p. 408	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 6: p. 408-409	Both Collaborates
			Student/Teacher	Narrative	9780328941759	Unit 4 Week 6: p. 412	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 4 Week 6: p. 413	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:	(D) understand credibility of primary and secondary sources	(ii) understand credibility of secondary sources	Student/Teacher	Narrative	9780328941759	Unit 4 Week 6: p. 412	Top half of page
			Student/Teacher	Activity	9780328941759	Unit 4 Week 6: p. 412	Collaborate
			Student/Teacher	Narrative	9780328941742	Unit 2 Week 6: p. 408	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 2 Week 6: pp. 408-409	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	9780328941742	Unit 2 Week 6: p. 404	Entire page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 6: p. 197	Collaborate first two paragraphs
			Student/Teacher	Activity	9780328941742	Unit 2 Week 6: p. 405	Collaborate
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			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:	(F) differentiate between paraphrasing and plagiarism when using source materials	(i) differentiate between paraphrasing and plagiarism when using source materials	Student/Teacher	Narrative	9780328941742	Unit 1 Week 6: p. 200	Top half of page
			Student/Teacher	Activity	9780328941742	Unit 1 Week 6: pp. 200-201	Both Collaborates
			Student/Teacher	Narrative	9780328941759	Unit 3 Week 6: p. 194	First paragraph
			Student/Teacher	Activity	9780328941759	Unit 3 Week 6: p. 195	Last two items in white box
			Student/Teacher	(Drop-down selection)			
			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:	(G) develop a bibliography	(i) develop a bibliography	Student/Teacher	Narrative	9780328941759	Unit 3 Week 6: p. 198	Entire page except Collaborate
			Student/Teacher	Activity	9780328941759	Unit 3 Week 6: p. 199	Entire page
			Student/Teacher	Narrative	9780328941759	Unit 5 Week 6: p. 616	Entire page except Collaborate
			Student/Teacher	Activity	9780328941759	Unit 5 Week 6: p. 616	Collaborate item #3
			Student/Teacher	(Drop-down selection)			
			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:	(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	9780328941759	Unit 5 Week 6: p. 618	Entire page
			Student/Teacher	Activity	9780328941759	Unit 5 Week 6: p. 619	Collaborate
			Student/Teacher	Activity	9780328941742	Unit 2 Week 6: p. 414	Collaborate
			Student/Teacher	Activity	9780328941759	Unit 4 Week 6: p. 418	Collaborate
			Student/Teacher	Activity	9780328941759	Unit 5 Week 6: p. 618	Entire 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)			

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	110.7. English Language Arts and Reading, Grade 5
Publisher	Pearson Education, Inc., publishing as Scott Foresman
Program Title	Texas myView Literacy - Print + Online, Grade 5
Program ISBN	9780134919966

(a) Introduction.

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

(b) School district responsibilities.

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

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(i) use prior knowledge to understand meanings in English	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(ii) use prior experiences to understand meanings in English	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(i) monitor oral language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(ii) monitor written language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(i) use strategic learning techniques to acquire basic and grade-level vocabulary	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	(i) speak using learning strategies	NA	NA	NA	NA

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

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

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

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(ii) learn new expressions heard during classroom instruction and interactions</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(iii) learn basic vocabulary heard during classroom instruction and interactions</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p>	<p>(i) monitor understanding of spoken language during classroom instruction and interactions</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p>	<p>(ii) seek clarification [of spoken language] as needed</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(ii) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(iii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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

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

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

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<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p>	<p>(i) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p>	<p>(i) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
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<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p>	<p>(i) learn relationships between sounds and letters of the English language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p>	<p>(i) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(i) use visual and contextual support to read grade-appropriate content area text</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>	<p>(i) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
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<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(iii) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly</p>	<p>(i) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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

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	110.7. English Language Arts and Reading, Grade 5
Publisher	Pearson Education, Inc., publishing as Scott Foresman
Program Title	Texas myView Literacy - Print + Online, Grade 5
Program ISBN	9780134919966

(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	9780328990917	Unit 1: Page T254	ELL Targeted Support
				9780328990931	Unit 3: Page T89	ELL Targeted Support
				9780328990917	Unit 1: Page T254	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	9780328990931	Unit 3: Page T89	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	9780328990917	Unit 1: Page T359	ELL Targeted Support
				9780328990955	Unit 5: Page T363	ELL Targeted Support
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(ii) monitor written language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(i) use strategic learning techniques to acquire basic and grade-level vocabulary	T: K–12 S: 6–12	9780328990924	Unit 2: Page T50	ELL Targeted Support
				9780328990948	Unit 4: Page T116	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	9780328990917	Unit 1: Page T194	ELL Targeted Support
				9780328990917	Unit 1: Page T256	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
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) use accessible language and learn new and essential language in the process	(i) use accessible language and learn new and essential language in the process	T: K-12	9780328990924	Unit 2: Page T120	ELL Targeted Support
				9780328990955	Unit 5: Page T192	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:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(i) demonstrate an increasing ability to distinguish between formal and informal English	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA	NA	NA	NA
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	(i) develop and expand repertoire of learning strategies	NA	NA	NA	NA

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(i) learn new language structures heard during classroom instruction and interactions	T: K-12	9780328990924	Unit 2: Page T214	ELL Targeted Support
				9780328990948	Unit 4: Page T70	ELL Targeted Support
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(ii) learn new expressions heard during classroom instruction and interactions	T: K-12	9780328990917	Unit 1: Page T102	ELL Targeted Support
				9780328990917	Unit 1: Page T182	ELL Targeted Support
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(iii) learn basic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	9780328990924	Unit 2: Page T363	ELL Targeted Support
				9780328990948	Unit 4: Page T369	ELL Targeted Support

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(iv) learn academic vocabulary heard during classroom instruction and interactions</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990924</p>	<p>Unit 2: Page T190</p>	<p>ELL Targeted Support</p>
				<p>9780328990955</p>	<p>Unit 5: Page T359</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>9780328990917</p>	<p>Unit 1: Page T118</p>	<p>ELL Targeted Support</p>
				<p>9780328990917</p>	<p>Unit 1: 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>9780328990924</p>	<p>Unit 2: Page T62</p>	<p>ELL Targeted Support</p>
				<p>9780328990931</p>	<p>Unit 3: Page T120</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>9780328990917</p>	<p>Unit 1: Page T355</p>	<p>ELL Targeted Support</p>
				<p>9780328990924</p>	<p>Unit 2: Page T363</p>	<p>ELL Targeted Support</p>

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

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

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

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

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990917</p>	<p>Unit 1: Page T56</p>	<p>ELL Targeted Support</p>
				<p>9780328990924</p>	<p>Unit 2: Page T161</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>9780328990924</p>	<p>Unit 2: Page T24</p>	<p>ELL Targeted Support</p>
				<p>9780328990931</p>	<p>Unit 3: Page T275</p>	<p>ELL Targeted Support: Column 2</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(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>9780328990917</p>	<p>Unit 1: Page T363</p>	<p>ELL Targeted Support</p>
				<p>9780328990948</p>	<p>Unit 4: Page T75</p>	<p>ELL Targeted Support: Column 1</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(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>9780328990924</p>	<p>Unit 2: Page T307</p>	<p>ELL Targeted Support</p>
				<p>9780328990931</p>	<p>Unit 3: Page T122</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p>	<p>(iii) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990931</p>	<p>Unit 3: Page T72</p>	<p>ELL Targeted Support</p>
				<p>9780328990931</p>	<p>Unit 3: Page T77</p>	<p>ELL Targeted Support: Column 2</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(i) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(iv) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990924</p>	<p>Unit 2: Page T202</p>	<p>ELL Targeted Support</p>
				<p>9780328990955</p>	<p>Unit 5: Page T66</p>	<p>ELL Targeted Support</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(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>9780328990924</p>	<p>Unit 2: Page T56</p>	<p>ELL Targeted Support</p>
				<p>9780328990924</p>	<p>Unit 2: Page T79</p>	<p>ELL Targeted Support: Column 1</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(ii) speak using grade-level content area vocabulary in context to build academic language proficiency	T: K-12 S: 6-12	9780328990917	Unit 1: Page T198	ELL Targeted Support
				9780328990924	Unit 2: Page T79	ELL Targeted Support: Column 1
(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:	(E) share information in cooperative learning interactions	(i) share information in cooperative learning interactions	T: K-12 S: 6-12	9780328990917	Unit 1: Page T328	ELL Targeted Support
				9780328990924	Unit 2: Page T336	ELL Targeted Support
(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:	(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	(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	T: K-12 S: 6-12	9780328990924	Unit 2: Page T198	ELL Targeted Support
				9780328990948	Unit 4: Page T262	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>(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>	9780328990924	Unit 2: Page T260	ELL Targeted Support
				9780328990931	Unit 3: Page T324	ELL Targeted Support
<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>	9780328990917	Unit 1: Page T196	ELL Targeted Support
				9780328990955	Unit 5: Page T332	ELL Targeted Support
<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>	9780328990924	Unit 2: Page T60	ELL Targeted Support
				9780328990924	Unit 2: Page T202	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>(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>9780328990924</p>	<p>Unit 2: Page T79</p>	<p>ELL Targeted Support: Column 2</p>
				<p>9780328990924</p>	<p>Unit 2: Page T334</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>9780328990931</p>	<p>Unit 3: Page T262</p>	<p>ELL Targeted Support</p>
				<p>9780328990931</p>	<p>Unit 3: Page T351</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>9780328990948</p>	<p>Unit 4: Page T202</p>	<p>ELL Targeted Support</p>
				<p>9780328990955</p>	<p>Unit 5: Page T245</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>9780328990917</p>	<p>Unit 1: Page T130</p>	<p>ELL Targeted Support</p>
				<p>9780328990917</p>	<p>Unit 1: Page T264</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>9780328990924</p>	<p>Unit 2: Page T340</p>	<p>ELL Targeted Support</p>
				<p>9780328990948</p>	<p>Unit 4: Page T200</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>9780328990917</p>	<p>Unit 1: Page T162</p>	<p>ELL Targeted Support</p>
				<p>9780328990931</p>	<p>Unit 3: Page T96</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>9780328990924</p>	<p>Unit 2: Page T324</p>	<p>ELL Targeted Support</p>
				<p>9780328990931</p>	<p>Unit 3: Page T316</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>9780328990955</p>	<p>Unit 5: Page T124</p>	<p>ELL Targeted Support</p>
				<p>9780328990955</p>	<p>Unit 5: Page T126</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(ii) use visual and contextual support to enhance and confirm understanding</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990924</p>	<p>Unit 2: Page T248</p>	<p>ELL Targeted Support</p>
				<p>9780328990955</p>	<p>Unit 5: Page T124</p>	<p>ELL Targeted Support</p>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990917</p>	<p>Unit 1: Page T186</p>	<p>ELL Targeted Support</p>
				<p>9780328990931</p>	<p>Unit 3: Page T114</p>	<p>ELL Targeted Support</p>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(iv) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(v) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990917</p>	<p>Unit 1: Page T155</p>	<p>ELL Targeted Support</p>
				<p>9780328990924</p>	<p>Unit 2: Page T91</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>9780328990917</p>	<p>Unit 1: Page T44</p>	<p>ELL Targeted Support</p>
				<p>9780328990917</p>	<p>Unit 1: Page T190</p>	<p>ELL Targeted Support</p>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(vii) use support from peers and teachers to enhance and confirm understanding</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990917</p>	<p>Unit 1: Page T73</p>	<p>ELL Targeted Support: Column 2</p>
				<p>9780328990924</p>	<p>Unit 2: 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>(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>9780328990917</p>	<p>Unit 1: Page T316</p>	<p>ELL Targeted Support</p>
				<p>9780328990924</p>	<p>Unit 2: Page T50</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>9780328990917</p>	<p>Unit 1: Page T252</p>	<p>ELL Targeted Support</p>
				<p>9780328990917</p>	<p>Unit 1: Page T336</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>9780328990917</p>	<p>Unit 1: Page T85</p>	<p>ELL Targeted Support</p>
				<p>9780328990931</p>	<p>Unit 3: Page T155</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>9780328990948</p>	<p>Unit 4: Page T48</p>	<p>ELL Targeted Support</p>
				<p>9780328990924</p>	<p>Unit 2: Page T300</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>9780328990917</p>	<p>Unit 1: Page T48</p>	<p>ELL Targeted Support</p>
				<p>9780328990924</p>	<p>Unit 2: Page T196</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>9780328990924</p>	<p>Unit 2: Page T128</p>	<p>ELL Targeted Support</p>
				<p>9780328990924</p>	<p>Unit 2: Page T268</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>9780328990917</p>	<p>Unit 1: Page T202</p>	<p>ELL Targeted Support</p>
				<p>9780328990955</p>	<p>Unit 5: Page T268</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>9780328990917</p>	<p>Unit 1: Page T215</p>	<p>ELL Targeted Support: Column 1</p>
				<p>9780328990955</p>	<p>Unit 5: Page T151</p>	<p>ELL Targeted Support: Column 1</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>	<p>(ii) write using content-based grade-level vocabulary</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990917</p>	<p>Unit 1: Page T165</p>	<p>ELL Targeted Support</p>
				<p>9780328990931</p>	<p>Unit 3: Page T200</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>9780328990924</p>	<p>Unit 2: Page T346</p>	<p>ELL Targeted Support</p>
				<p>9780328990931</p>	<p>Unit 3: Page T208</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>9780328990917</p>	<p>Unit 1: Page T60</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
				9780328990955	Unit 5: Page T208	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	9780328990924	Unit 2: Page T278	ELL Targeted Support
				9780328990931	Unit 3: Page T70	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	9780328990917	Unit 1: Page T68	ELL Targeted Support
				9780328990917	Unit 1: Page T345	ELL Targeted Support: Column 2

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(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>9780328990917</p>	<p>Unit 1: Page T277</p>	<p>ELL Targeted Support: Column 2</p>
				<p>9780328990931</p>	<p>Unit 3: Page T138</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>9780328990948</p>	<p>Unit 4: Page T283</p>	<p>ELL Targeted Support: Column 1</p>
				<p>9780328990948</p>	<p>Unit 4: Page T145</p>	<p>ELL Targeted Support: Column 2</p>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(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>9780328990924</p>	<p>Unit 2: Page T285</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
				9780328990924	Unit 2: Page T348	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>	9780328990924	Unit 2: Page T219	ELL Targeted Support: Column 2
				9780328990931	Unit 3: Page T275	ELL Targeted Support: Column 2
				9780328990948	Unit 4: Page T145	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>	9780328990917	Unit 1: Page T210	ELL Targeted Support
				9780328990931	Unit 3: Page T275	ELL Targeted Support: Column 1

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>9780328990924</p>	<p>Unit 2: Page T149</p>	<p>ELL Targeted Support: Column 2</p>
				<p>9780328990924</p>	<p>Unit 2: Page T219</p>	<p>ELL Targeted Support: Column 2</p>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(i) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990917</p>	<p>Unit 1: Page T215</p>	<p>ELL Targeted Support: Column 2</p>
				<p>9780328990948</p>	<p>Unit 4: Page T213</p>	<p>ELL Targeted Support: Column 2</p>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(ii) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990917</p>	<p>Unit 1: Page T143</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
				9780328990924	Unit 2: Page T149	ELL Targeted Support: Column 1
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990917</p>	<p>Unit 1: Page T124</p>	<p>ELL Targeted Support</p>
				9780328990931	Unit 3: Page T143	ELL Targeted Support: Column 1