

**Correlations of
Texas myView Literacy
Kindergarten, ©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)**

Proclamation 2019 Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material							
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading						
Subchapter	Subchapter A. Elementary						
Course	110.2. English Language Arts and Reading, Kindergarten						
Publisher	Pearson Education, Inc., publishing as Scott Foresman						
Program Title	Texas myView Literacy - Print + Online, Grade K						
Program ISBN	9780134919904						
TEKS %	100.00						
(a) Introduction.							
<p>(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.</p> <p>(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. It is important to note that encoding (spelling) and decoding (reading) are reciprocal skills. Decoding is internalized when tactile and kinesthetic opportunities (encoding) are provided. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.</p> <p>(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, <i>STAAR Performance Level Descriptors</i>, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.</p>							
<p>(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.</p> <p>(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).</p> <p>(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).</p> <p>(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>							
(b) Knowledge and Skills.							
Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively and ask questions to understand information and answer questions using multi-word responses	(i) listen actively	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990672	Unit 2, Week 6, p. T396	Share, Active Listening Routine
			Teacher Only	Activity	9780328990689	Unit 3, Week 4, p. T282-T283	Model and Practice, last sentence; Apply
			Teacher Only	Narrative	9780328990696	Unit 4, Week 6, p. T398	Share
			Teacher Only	Activity	9780328990665	Unit 1, Week 1, p. T34	Read Aloud
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively and ask questions to understand information and answer questions using multi-word responses	(ii) ask questions to understand information	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990672	Unit 2, Week 6, p. T396	Share, Active Listening Routine
			Teacher Only	Activity	9780328990672	Unit 2, Week 6, p. T396	Share
(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 and ask questions to understand information and answer questions using multi-word responses	(iii) answer questions using multi-word responses	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990672	Unit 2, Week 6, p. T396	Share
			Teacher Only	Activity	9780328990672	Unit 2, Week 6, p. T396	Share
(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) restate and follow oral directions that involve a short, related sequence of actions	(i) restate oral directions that involve a short, related sequence of actions	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990702	Unit 5, Week 4, p. T232	Minilesson
			Teacher Only	Activity	9780328990702	Unit 5, Week 4, p. T233	Turn, Talk, and Share
(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) restate and follow oral directions that involve a short, related sequence of actions	(ii) follow oral directions that involve a short, related sequence of actions	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990702	Unit 5, Week 4, p. T250	My View
			Teacher Only	Activity	9780328990702	Unit 5, Week 4, p. T250	My View, Talk

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)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990702	Unit 5, Week 4, p. T250	My View
			Teacher Only	Activity	9780328990702	Unit 5, Week 4, p. T250	My View, Talk
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas by speaking audibly and clearly using the conventions of language	(i) share information by speaking audibly using the conventions of language	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990696	Unit 4, Week 6, p. T398	Share
			Teacher Only	Activity	9780328990696	Unit 4, Week 6, p. T399	My Turn, Reflect on Your Reading
			Teacher Only	Narrative	9780328990672	Unit 2, Week 6, p. T396	Share
			Teacher Only	Activity	9780328990672	Unit 2, Week 6, p. T396	Share
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas by speaking audibly and clearly using the conventions of language	(ii) share ideas by speaking audibly using the conventions of language	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990665	Unit 1, Week 6, p. T368	Going Places
			Teacher Only	Activity	9780328990665	Unit 1, Week 6, p. T368	Turn, Talk, and Share
			Teacher Only	Narrative	9780328990672	Unit 2, Week 6, p. T396	Share
			Teacher Only	Activity	9780328990672	Unit 2, Week 6, p. T396	Share
			Teacher Only	(Drop-down selection)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) share information and ideas by speaking audibly and clearly using the conventions of language	(iii) share information by speaking clearly using the conventions of language	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990665	Unit 1, Week 6, p. T368	Going Places
			Teacher Only	Activity	9780328990665	Unit 1, Week 6, p. T368	Turn, Talk, and Share
			Teacher Only	Narrative	9780328990672	Unit 2, Week 6, p. T396	Share
			Teacher Only	Activity	9780328990672	Unit 2, Week 6, p. T396	Share
			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) share information and ideas by speaking audibly and clearly using the conventions of language	(iv) share ideas by speaking clearly using the conventions of language	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990665	Unit 1, Week 6, p. T368	Going Places
			Teacher Only	Activity	9780328990665	Unit 1, Week 6, p. T368	Turn, Talk, and Share
			Teacher Only	Narrative	9780328990672	Unit 2, Week 6, p. T396	Share
Teacher Only	Activity	9780328990672	Unit 2, Week 6, p. T396	Share			
Teacher Only	(Drop-down selection)						
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns	(i) work collaboratively with others by following agreed-upon rules for discussion, including taking turns	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990696	Unit 4, Week 6, p. T388	Introduce the Project
			Teacher Only	Activity	9780328990696	Unit 4, Week 6, p. T388	second Collaborate
			Teacher Only	Narrative	9780328990702	Unit 5, Week 6, p. T370	Introduce the Project
Teacher Only	Activity	9780328990702	Unit 5, Week 6, p. T370	first Collaborate			
Teacher Only	(Drop-down selection)						
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	(j) develop social communication	Student/Teacher	Narrative	9780328941605	Unit 3 Week 5 p. 211	Publish and Celebrate: Directions, box
			Student/Teacher	Activity	9780328941605	Unit 3 Week 5 p. 211	Directions
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 5 p. 199	Publish and Celebrate: Directions, box
			Student/Teacher	Activity	9780328941629	Unit 5 Week 5 p. 199	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 4 p. 163	Directions, Turn and Talk
			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 phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes</p>	<p>(i) demonstrate phonological awareness by identifying rhyming words</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328941599</p>	<p>Unit 2 Week 1 p. 46</p>	<p>Directions</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328941599</p>	<p>Unit 2 Week 1 p. 46</p>	<p>Directions</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328941599</p>	<p>Unit 2 Week 2 p. 84</p>	<p>Directions</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328941599</p>	<p>Unit 2 Week 2 p. 84</p>	<p>Directions</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328941599</p>	<p>Unit 2 Week 4 p. 160</p>	<p>Directions</p>
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes</p>	<p>(ii) demonstrate phonological awareness by producing rhyming words</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328941599</p>	<p>Unit 2 Week 1 p. 46</p>	<p>Directions</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328941599</p>	<p>Unit 2 Week 1 p. 46</p>	<p>Directions</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328941599</p>	<p>Unit 2 Week 2 p. 84</p>	<p>Directions</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328941599</p>	<p>Unit 2 Week 2 p. 84</p>	<p>Directions</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328941599</p>	<p>Unit 2 Week 4 p. 160</p>	<p>Directions</p>
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes	(iii) demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 57	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 57	Directions, See and Say
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 5 p. 168	Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 57	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 5 p. 168	Directions, See and Say
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes	(iv) demonstrate phonological awareness by identifying the individual words in a spoken sentence	Student/Teacher	Narrative	9780328941599	Unit 2 Week 3 p. 92	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 3 p. 92	Directions, See and Say
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 4 p. 141	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 4 p. 141	Directions, See and Say
			Student/Teacher	Activity	9780328941612	Unit 4 Week 2 p. 57	Directions, See and Say
			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 phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes</p>	<p>(v) demonstrate phonological awareness by identifying syllables in spoken words</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328941605</p>	<p>Unit 3 Week 1 p. 16</p>	<p>Directions</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328941605</p>	<p>Unit 3 Week 1 p. 16</p>	<p>Directions</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328941605</p>	<p>Unit 3 Week 2 p. 59</p>	<p>Directions</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328941605</p>	<p>Unit 3 Week 2 p. 59</p>	<p>Directions</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328941612</p>	<p>Unit 4 Week 3 p. 95</p>	<p>Directions</p>
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes</p>	<p>(vi) demonstrate phonological awareness by blending syllables to form multisyllabic words</p>	<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328941605</p>	<p>Unit 3 Week 1 p. 16</p>	<p>Directions</p>					
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328941605</p>	<p>Unit 3 Week 1 p. 16</p>	<p>Directions</p>
								<p>Student/Teacher</p>	<p>Narrative</p>	<p>9780328941605</p>	<p>Unit 3 Week 2 p. 59</p>	<p>Directions</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328941605</p>	<p>Unit 3 Week 2 p. 59</p>	<p>Directions</p>
								<p>Student/Teacher</p>	<p>Activity</p>	<p>9780328941612</p>	<p>Unit 4 Week 3 p. 95</p>	<p>Directions</p>
								<p>Teacher Only</p>	<p>Narrative</p>			
								<p>Teacher Only</p>	<p>Activity</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			
								<p>Teacher Only</p>	<p>(Drop-down selection)</p>			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes	(vii) demonstrate phonological awareness by segmenting multisyllabic words into syllables	Student/Teacher	Narrative	9780328941605	Unit 3 Week 1 p. 16	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 1 p. 16	Directions
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 2 p. 59	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 2 p. 59	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 3 p. 95	Directions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes	(viii) demonstrate phonological awareness by blending spoken onsets and rimes to form simple words	Student/Teacher	Narrative	9780328941582	Unit 1 Week 3 p. 92	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 3 p. 92	Directions, See and Say
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 3 p. 95	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 3 p. 95	Directions, See and Say
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 130	Directions
			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 phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes	(ix) demonstrate phonological awareness by blending spoken phonemes to form one-syllable words	Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 54	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 54	Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 3 p. 95	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 3 p. 95	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 19	Directions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(A) demonstrate phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes	(x) demonstrate phonological awareness by manipulating syllables within a multisyllabic word	Student/Teacher	Narrative	9780328941605	Unit 3 Week 5 p. 176	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 5 p. 176	Directions
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(A) demonstrate phonological awareness by: (i) identifying and producing rhyming words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; (iii) identifying the individual words in a spoken sentence; (iv) identifying syllables in spoken words; (v) blending syllables to form multisyllabic words; (vi) segmenting multisyllabic words into syllables; (vii) blending spoken onsets and rimes to form simple words; (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; and (x) segmenting spoken one-syllable words into individual phonemes</p>	<p>(xi) demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes</p>	Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 54	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 54	Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 3 p. 95	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 3 p. 95	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 19	Directions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list</p>	<p>(i) demonstrate phonetic knowledge by identifying the common sounds that letters represent</p>	Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 17	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 p. 17	Directions, My Turn
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 20	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 p. 20	Directions, My Turn
			Student/Teacher	Activity	9780328941629	Unit 5 Week 5 p. 166	Directions, 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 phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(ii) demonstrate phonetic knowledge by matching the common sounds that letters represent	Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 17	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 p. 17	Directions, My Turn
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 20	Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 p. 169	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 p. 20	Directions, 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 phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(iii) apply phonetic knowledge by identifying the common sounds that letters represent	Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 17	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 pp.	Decodable Story
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 20	Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 p. 169	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 pp. 62-63	Decodable Story
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(iv) apply phonetic knowledge by matching the common sounds that letters represent	Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 17	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 pp. 24-25	Decodable Story
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 20	Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 p. 169	Directions

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	9780328941599	Unit 2 Week 2 pp. 62–63	Decodable Story
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(v) demonstrate phonetic knowledge by using letter-sound relationships to decode, including VC words	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 64	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 64	Directions, Turn and Talk
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 65	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 65	Directions, My Turn
			Student/Teacher	Activity	9780328941582	Unit 1 Week 3 p. 102	Directions, Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(vi) demonstrate phonetic knowledge by using letter-sound relationships to decode, including CVC words	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 64	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 64	Directions, Turn and Talk
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 65	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 65	Directions, My Turn
			Student/Teacher	Activity	9780328941582	Unit 1 Week 3 p. 102	Directions, Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(vii) demonstrate phonetic knowledge by using letter-sound relationships to decode, including CCVC words	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 134	Directions

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	9780328941599	Unit 2 Week 4 p. 136	Directions, My Turn
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 140	Directions, My Turn
			Student/Teacher	Activity	9780328941599	Unit 2 Week 5 p. 178	Directions, 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 phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(viii) demonstrate phonetic knowledge by using letter-sound relationships to decode, including CVCC words	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 134	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 136	Directions, My Turn
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 136	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 140	Directions, My Turn
			Student/Teacher	Activity	9780328941599	Unit 2 Week 5 p. 178	Directions, 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 phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(ix) apply phonetic knowledge by using letter-sound relationships to decode, including VC words	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 64	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 pp.	Decodable Story
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 65	Directions
			Student/Teacher	Activity	9780328941629	Unit 5 Week 6 p. 202	Turn and Talk
			Student/Teacher	Activity	9780328941629	Unit 5 Week 6 p. 210	My Turn: first sentence
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(x) apply phonetic knowledge by using letter-sound relationships to decode, including CVC words	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 64	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 pp.	Decodable Story
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 65	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 5 p. 170	Directions, My Turn
			Student/Teacher	Activity	9780328941612	Unit 4 Week 5 p. 174	Directions, 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 phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(xi) apply phonetic knowledge by using letter-sound relationships to decode, including CCVC words	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 134	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 pp. 138-139	Decodable Story
			Student/Teacher	Activity	9780328941612	Unit 4 Week 5 p. 174	Directions, My Turn: second sentence
			Student/Teacher	Activity	9780328941612	Unit 4 Week 6 p. 210	Directions, My Turn: first pair of sentences
			Student/Teacher	Activity	9780328941629	Unit 5 Week 3 p. 90	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 phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(xii) apply phonetic knowledge by using letter-sound relationships to decode, including CVCC words	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 134	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 pp. 138-139	Decodable Story
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 136	Directions
			Student/Teacher	Activity	9780328941629	Unit 5 Week 3 p. 90	My Turn
			Student/Teacher	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(xiii) demonstrate phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted	Student/Teacher	Narrative	9780328941612	Unit 4 Week 1 p. 26	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 26	Turn and Talk
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 3 p. 89	Directions
			Student/Teacher	Activity	9780328941629	Unit 5 Week 3 p. 89	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)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(xiv) apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted	Student/Teacher	Narrative	9780328941612	Unit 4 Week 1 p. 26	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 5 p. 178	Directions, My Turn
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 3 p. 89	Directions
			Student/Teacher	Activity	9780328941629	Unit 5 Week 4 p. 126	Directions, Turn and Talk
			Student/Teacher	Activity	9780328941629	Unit 5 Week 6 p. 202	Directions, Turn and Talk
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(xv) demonstrate phonetic knowledge by identifying at least 25 high-frequency words from a research-based list	Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 21	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 p. 21	Directions, My Turn

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 59	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 59	Directions, My Turn
			Student/Teacher	Activity	9780328941582	Unit 1 Week 5 p. 173	Directions, 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 phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(xvi) demonstrate phonetic knowledge by reading at least 25 high-frequency words from a research-based list	Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 21	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 p. 21	Directions, My Turn
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 59	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 59	Directions, My Turn
			Student/Teacher	Activity	9780328941582	Unit 1 Week 5 p. 173	Directions, 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 phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(xvii) apply phonetic knowledge by identifying at least 25 high-frequency words from a research-based list	Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 21	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 pp.	Decodable Story
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 59	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 pp. 62-63	Decodable Story
			Student/Teacher	Activity	9780328941582	Unit 1 Week 5 pp. 176-177	Decodable Story
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap; and (iv) identifying and reading at least 25 high-frequency words from a research-based list	(xviii) apply phonetic knowledge by reading at least 25 high-frequency words from a research-based list	Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 21	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 pp. 24–25	Decodable Story
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 59	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 pp. 62–63	Decodable Story
			Student/Teacher	Activity	9780328941582	Unit 1 Week 5 pp. 176–177	Decodable Story
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list	(i) demonstrate spelling knowledge by spelling words with VC	Student/Teacher	Narrative	9780328941612	Unit 4 Week 4 p. 158	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 4 p. 158	Directions, My Turn
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 3 p. 116	Directions
			Student/Teacher	Activity	9780328941629	Unit 5 Week 3 p. 116	Directions, 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:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list	(ii) demonstrate spelling knowledge by spelling words with CVC	Student/Teacher	Narrative	9780328941612	Unit 4 Week 1 p. 46	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 46	Directions, My Turn
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 2 p. 84	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 2 p. 84	Directions, My Turn
			Student/Teacher	Activity	9780328941612	Unit 4 Week 3 p. 122	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list	(iii) demonstrate spelling knowledge by spelling words with CCVC	Student/Teacher	Narrative	9780328941629	Unit 5 Week 2 p. 80	Directions
			Student/Teacher	Activity	9780328941629	Unit 5 Week 2 p. 80	Directions, My Turn
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 4 p. 158	Directions
			Student/Teacher	Activity	9780328941629	Unit 5 Week 4 p. 158	Directions, 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:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list	(iv) apply spelling knowledge by spelling words with VC	Student/Teacher	Narrative	9780328941612	Unit 4 Week 4 p. 158	Directions
			Student/Teacher	Activity	9780328941612	Additional Practice: Spelling, p. 213	Entire page
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 3 p. 116	Directions
			Student/Teacher	Activity	9780328941612	Additional Practice: Spelling, p. 280	Entire page
			Student/Teacher	Activity	9780328941612	Additional Practice: Spelling, p. 282	Entire page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list	(v) apply spelling knowledge by spelling words with CVC	Student/Teacher	Narrative	9780328941612	Unit 4 Week 1 p. 46	Directions
			Student/Teacher	Activity	9780328941612	Additional Practice: Spelling, p. 210	Entire page
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 2 p. 84	Directions
			Student/Teacher	Activity	9780328941612	Additional Practice: Spelling, p. 211	Entire page
			Student/Teacher	Activity	9780328941612	Additional Practice: Spelling, p. 282	Entire page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list	(vi) apply spelling knowledge by spelling words with CCVC	Student/Teacher	Narrative	9780328941629	Unit 5 Week 2 p. 80	Directions
			Student/Teacher	Activity	9780328941629	Additional Practice: Spelling, p. 279	Entire page
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 4 p. 158	Directions
			Student/Teacher	Activity	9780328941629	Additional Practice: Spelling, p. 281	Entire page
			Student/Teacher	Activity	9780328941629	Additional Practice: Spelling, p. 282	Entire page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list	(vii) demonstrate spelling knowledge by spelling words using sound-spelling patterns	Student/Teacher	Narrative	9780328941612	Unit 4 Week 1 p. 46	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 46	Directions, My Turn
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 2 p. 84	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 2 p. 84	Directions, My Turn
			Student/Teacher	Activity	9780328941612	Unit 4 Week 3 p. 122	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list	(viii) apply spelling knowledge by spelling words using sound-spelling patterns	Student/Teacher	Narrative	9780328941629	Unit 5 Week 5 p. 194	Directions
			Student/Teacher	Activity	9780328941629	Additional Practice: Spelling, p. 282	Entire page
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 6 p. 204	Directions
			Student/Teacher	Activity	9780328941629	Additional Practice: Spelling, p. 283	Entire page
			Student/Teacher	None			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list	(ix) demonstrate spelling knowledge by spelling high-frequency words from a research-based list	Student/Teacher	Narrative	9780328941612	Unit 4 Week 1 p. 46	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 46	Directions, My Turn
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 2 p. 84	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 2 p. 84	My Turn
			Student/Teacher	Activity	9780328941612	Unit 4 Week 3 p. 122	My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(C) demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; and (iii) spelling high-frequency words from a research-based list	(x) apply spelling knowledge by spelling high-frequency words from a research-based list	Student/Teacher	Narrative	9780328941629	Unit 5 Week 5 p. 194	Directions
			Student/Teacher	Activity	9780328941629	Additional Practice: Spelling, p. 210	Entire page
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 6 p. 204	Directions
			Student/Teacher	Activity	9780328941629	Additional Practice: Spelling, p. 211	Entire page
			Student/Teacher	Activity	9780328941629	Additional Practice: Spelling, p. 282	Entire page
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(i) demonstrate print awareness by identifying the front cover of a book	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 87	Directions, Parts of a Book
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 87	Directions, My Turn
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 5 p. 201	Directions, Edit for Parts of a Book
			Student/Teacher	Narrative	9780328941582	Unit 1 Unit Opener p. 10	Independent Reading
			Student/Teacher	Activity	9780328941582	Unit 1 Week 5 p. 201	Directions, 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:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(ii) demonstrate print awareness by identifying the back cover of a book	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 87	Directions, Parts of a Book
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 87	Directions, My Turn
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 5 p. 201	Directions, Edit for Parts of a Book
			Student/Teacher	Activity	9780328941582	Unit 1 Week 5 p. 201	Directions, My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(iii) demonstrate print awareness by identifying the title page of a book	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 87	Directions, Parts of a Book
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 87	Directions, My Turn
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 5 p. 201	Directions, Edit for Parts of a Book
			Student/Teacher	Activity	9780328941582	Unit 1 Week 5 p. 201	Directions, My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(iv) demonstrate print awareness by holding a book right side up	Student/Teacher	Narrative	9780328941582	Unit 1 Unit Opener p. 10	Directions, Independent Reading
			Student/Teacher	Activity	9780328941599	Unit 2 Unit Opener p.	Directions

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	9780328941599	Unit 2 Unit Opener p. 10	Directions, Independent Reading
			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)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(v) demonstrate print awareness by turning pages correctly	Student/Teacher	Narrative	9780328941582	Unit 1 Unit Opener p. 10	Directions, Independent Reading
			Student/Teacher	Activity	9780328941599	Unit 2 Unit Opener p. 10	Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Unit Opener p. 10	Directions, Independent Reading
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(vi) demonstrate print awareness by knowing that reading moves from top to bottom	Student/Teacher	Narrative	9780328941582	Unit 1 Unit Opener p. 10	Directions, Independent Reading
			Student/Teacher	Activity	9780328941605	Unit 3 Week 1 p. 51	Directions
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 1 p. 51	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 49	Directions
			Student/Teacher	(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>(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters</p>	<p>(vii) demonstrate print awareness by knowing that reading moves from left to right with return sweep</p>	Student/Teacher	Narrative	9780328941582	Unit 1 Unit Opener p. 10	Directions, Independent Reading
			Student/Teacher	Activity	9780328941605	Unit 3 Week 1 p. 51	Directions
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 1 p. 51	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 49	Directions
			Student/Teacher	(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>(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters</p>	<p>(viii) demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces</p>	Student/Teacher	Narrative	9780328941582	Unit 1 Week 3 p. 126	Spaces Between Words
			Student/Teacher	Activity	9780328941582	Unit 1 Week 3 p. 126	My Turn: first and second, Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 3 p. 126	Words and Sentences
			Student/Teacher	Activity	9780328941599	Unit 2 Week 3 p. 126	My Turn: first and second, Directions
			Student/Teacher	(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>(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters</p>	<p>(ix) demonstrate print awareness by recognizing word boundaries</p>	Student/Teacher	Narrative	9780328941582	Unit 1 Week 3 p. 126	Spaces Between Words
			Student/Teacher	Activity	9780328941582	Unit 1 Week 3 p. 126	My Turn: first and second, Directions

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	9780328941599	Unit 2 Week 3 p. 126	Words and Sentences
			Student/Teacher	Activity	9780328941599	Unit 2 Week 3 p. 126	My Turn: first and second, Directions
			Student/Teacher	(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)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(x) demonstrate print awareness by recognizing the difference between a letter and a printed word	Student/Teacher	Narrative	9780328941582	Unit 1 Week 3 p. 126	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 3 p. 126	Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 3 p. 126	Words and Sentences
			Student/Teacher	Activity	9780328941599	Unit 2 Week 3 p. 126	My Turn: first and second, Directions
			Student/Teacher	(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:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(xi) demonstrate print awareness by identifying all uppercase letters	Student/Teacher	Narrative	9780328941605	Unit 3 Week 1 p. 48	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 1 p. 48	Directions, My Turn
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 2 p. 92	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 2 p. 92	Directions, My Turn
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 130	Directions, 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:	(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters	(xii) demonstrate print awareness by identifying all lowercase letters	Student/Teacher	Narrative	9780328941605	Unit 3 Week 1 p. 48	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 1 p. 48	Directions, My Turn
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 2 p. 92	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 2 p. 92	Directions, My Turn
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 130	Directions, 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:	(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	(i) develop handwriting by accurately forming all uppercase letters using appropriate directionality	Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 55	Directions, Letter Oo with arrows
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 55	Directions, My Turn
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 p. 169	Directions, Letter Ee with arrows
			Student/Teacher	Activity	9780328941599	Unit 2 Week 5 p. 169	Directions, 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:	(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	(ii) develop handwriting by accurately forming all lowercase letters using appropriate directionality	Student/Teacher	Narrative	9780328941612	Unit 4 Week 1 p. 21	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 21	My Turn: bottom
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 3 p. 97	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 3 p. 97	My Turn: bottom
			Student/Teacher	None			
			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:	(A) use a resource such as a picture dictionary or digital resource to find words	(i) use a resource to find words	Student/Teacher	Narrative	9780328941582	Unit 1 How to Use a Picture Dictionary, p. 220	Directions, top of page
			Student/Teacher	Activity	9780328941582	Unit 1 How to Use a	Directions, My Turn
			Student/Teacher	Narrative	9780328941599	Unit 2 How to Use Digital Resources, p. 222	Directions, top of page
			Student/Teacher	Narrative	9780328941582	Unit 1 How to Use a Glossary, p. 222	Directions, top of page
			Student/Teacher	Activity	9780328941599	Unit 2 How to Use Digital Resources, p. 222	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings	(i) use illustrations to learn or clarify word meanings	Student/Teacher	Narrative	9780328941582	Unit 1 Week 4 p. 154	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 4 p. 154	Directions, My Turn
			Student/Teacher	Activity	9780328941629	Unit 5 Week 4 p. 151	Vocabulary in Context
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings	(ii) use texts the student is able to read or hear to learn or clarify word meanings	Student/Teacher	Narrative	9780328941582	Unit 1 Week 4 p. 154	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 39	Vocabulary in Context
			Student/Teacher	Activity	9780328941612	Unit 4 Week 2 p. 75	Vocabulary in Context
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(i) identify words that name actions	Student/Teacher	Narrative	9780328941605	Unit 3 How to Use a Picture Dictionary p. 228	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 How to Use a	Directions, My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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 and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(ii) identify words that name directions	Student/Teacher	Narrative	9780328941599	Unit 2 How to Use a Picture Dictionary p. 220	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 How to Use a Picture Dictionary pp. 220--221	Directions, 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)			
(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 and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(iii) identify words that name positions	Student/Teacher	Narrative	9780328941599	Unit 2 How to Use a Picture Dictionary p. 220	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 How to Use a Picture Dictionary pp. 220--221	Directions, 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)			
(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 and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(iv) identify words that name sequences	Student/Teacher	Narrative	9780328941612	Unit 4 How to Use a Picture Dictionary p. 220	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 How to Use a Picture Dictionary pp. 220--221	Directions, 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)			
(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 and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(v) identify words that name categories	Student/Teacher	Narrative	9780328941582	Unit 1 Week 3 p. 122	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 3 p. 122	Directions, My Turn
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 4 p. 160	Directions
			Student/Teacher	Narrative	9780328941629	Unit 5 How to Use a Picture Dictionary p. 220	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 4 p. 160	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			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)			
(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 and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(vi) identify words that name locations	Student/Teacher	Narrative	9780328941582	Unit 1 How to Use a Picture Dictionary p. 220	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 How to Use a Picture Dictionary pp. 220–221	Directions, 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)			
(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 and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(vii) use words that name actions	Student/Teacher	Narrative	9780328941605	Unit 3 How to Use a Picture Dictionary p. 228	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 How to Use a Picture Dictionary p. 228	Directions, My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(viii) use words that name directions	Student/Teacher	Narrative	9780328941599	Unit 2 How to Use a Picture Dictionary p. 220	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 How to Use a Picture Dictionary p. 220	Directions, My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(ix) use words that name positions	Student/Teacher	Narrative	9780328941599	Unit 2 How to Use a Picture Dictionary p. 220	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 How to Use a Picture Dictionary p. 220	Directions, My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(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 and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(x) use words that name sequences	Student/Teacher	Narrative	9780328941612	Unit 4 How to Use a Picture Dictionary p. 220	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 How to Use a Picture Dictionary p. 220	Directions, My Turn
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(xi) use words that name categories	Student/Teacher	Narrative	9780328941582	Unit 1 Week 3 p. 122	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 3 p. 122	Directions, My Turn
			Student/Teacher	Narrative	9780328941629	Unit 5 How to Use a Picture Dictionary p. 220	Directions
			Student/Teacher	Activity	9780328941629	Unit 5 How to Use a Picture Dictionary p. 220	Directions, My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	(xii) use words that name locations	Student/Teacher	Narrative	9780328941582	Unit 1 How to Use a Picture Dictionary p. 220	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 How to Use a Picture Dictionary p. 220	Directions, 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)			
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	[A] self-select text and interact independently with text for increasing periods of time	(i) self-select text	Student/Teacher	Narrative	9780328941582	Unit 1 Unit Opener p. 10	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Unit Opener p. 11	Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Unit Opener p. 10	Directions

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	9780328941599	Unit 2 Unit Opener p. 10	Directions, first step
			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)			
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	[A] self-select text and interact independently with text for increasing periods of time	(ii) interact independently with text for increasing periods of time	Student/Teacher	Narrative	9780328941612	Unit 4 Unit Opener p. 11	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Unit Opener p. 11	Directions
			Student/Teacher	Narrative	9780328941629	Unit 5 Unit Opener p. 11	Directions
			Student/Teacher	Activity	9780328941629	Unit 5 Unit Opener p. 11	Directions
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts with adult assistance	(i) establish purpose for reading assigned texts with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990665	Unit 1, Week 1, p. T42	Read
			Teacher Only	Activity	9780328990665	Unit 1, Week 1, p. T42	Read
			Teacher Only	Narrative	9780328941599	Unit 2, Week 1, p. T42	Read
			Teacher Only	Activity	9780328941599	Unit 2, Week 1, p. T42	Read
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected texts with adult assistance	(ii) establish purpose for reading self-selected texts with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990689	Unit 3, Unit Opener, p. T13	Establish a Purpose
			Teacher Only	Activity	9780328990689	Unit 3, Unit Opener, p. T13	Establish a Purpose
			Teacher Only	Narrative	9780328990696	Unit 4, Unit Opener, p. T13	Make Connections
			Teacher Only	Activity	9780328990696	Unit 4, Unit Opener, p. T13	Make Connections
			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) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(i) generate questions about text before reading to deepen understanding with adult assistance	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 68	Read, Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 68	Read, Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 68	Read, Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 81	Read, Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 114	Read, Directions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(ii) generate questions about text before reading to gain information with adult assistance	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 68	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 68	Read, Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 68	Read, Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 68	Read, Directions
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(iii) generate questions about text during reading to deepen understanding with adult assistance	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 68	Read, Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 75	Close Read
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 68	Read, Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 75	Close Read
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 119	Close Read
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(iv) generate questions about text during reading to gain information with adult assistance	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 68	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 75	Close Read
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 68	Read

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 75	Close Read
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 119	Close Read
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(v) generate questions about text after reading to deepen understanding with adult assistance	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 68	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 127	Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 81	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 81	Directions
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	(vi) generate questions about text after reading to gain information with adult assistance	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 68	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 81	Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 81	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 127	Directions
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) 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 confirm predictions using text features and structures with adult assistance	(i) make predictions using text features with adult assistance	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 144	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 147	Close Read
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 4 p. 152	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 4 p. 152	Read, Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 144	Read, Directions
			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) 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 confirm predictions using text features and structures with adult assistance	(ii) make predictions using text structures with adult assistance	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 144	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 144	Read, Directions
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 4 p. 152	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 4 p. 152	Read, Directions
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(5) 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 confirm predictions using text features and structures with adult assistance	(iii) confirm predictions using text features with adult assistance	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 157	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 153	Close Read
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 4 p. 165	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 157	Make and Confirm Predictions: My Turn, Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 4 p. 165	Make and Confirm Predictions: My Turn, Directions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(5) 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 confirm predictions using text features and structures with adult assistance	(iv) confirm predictions using text structures with adult assistance	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 157	Close Read
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 157	Make and Confirm Predictions: My Turn, Directions
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 4 p. 165	Close Read
			Student/Teacher	Activity	9780328941605	Unit 3 Week 4 p. 165	Make and Confirm Predictions: My Turn, Directions
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(D) create mental images to deepen understanding with adult assistance	(i) create mental images to deepen understanding with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Narrative	9780328990689	Unit 3, Week 1, p. T60	Minilesson
			Teacher Only	Activity	9780328990689	Unit 3, Week 1, p. T60–p. T61	Minilesson, My Turn
			Teacher Only	Narrative	9780328990696	Unit 4, Week 3, p. T198	Minilesson
			Teacher Only	Activity	9780328990696	Unit 4, Week 3, p. T198–p. T199	Minilesson, My Turn
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	(i) make connections to personal experiences with adult assistance	Student/Teacher	Narrative	9780328941599	Unit 2 Week 3 p. 119	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 3 p. 119	My Turn, Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 p. 196	Directions
			Student/Teacher	Narrative	9780328941612	Unit 4 Unit Opener p. 10	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 3 p. 115	Close Read
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	(ii) make connections to ideas in other texts with adult assistance	Student/Teacher	Narrative	9780328941605	Unit 3 Week 5 p. 203	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 5 p. 203	My Turn, Directions
			Student/Teacher	Narrative	9780328941612	Unit 4 Unit Opener p. 10	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Unit Opener p. 10	Directions
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society with adult assistance	(iii) make connections to society with adult assistance	Student/Teacher	Narrative	9780328941582	Unit 1 Week 5 p. 195	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 5 p. 195	My Turn, Directions
			Student/Teacher	Narrative	9780328941612	Unit 4 Unit Opener p. 10	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Unit Opener p. 10	Directions
			Student/Teacher	(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) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding with adult assistance	(i) make inferences with adult assistance	Student/Teacher	Narrative	9780328941599	Unit 2 Week 1 p. 43	Directions, Make Inferences
			Student/Teacher	Activity	9780328941599	Unit 2 Week 1 p. 43	My Turn, Directions
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 2 p. 89	Directions, Make Inferences
			Student/Teacher	Activity	9780328941605	Unit 3 Week 2 p. 89	My Turn, Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 2 p. 81	Directions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding with adult assistance	(ii) use evidence to support understanding with adult assistance	Student/Teacher	Narrative	9780328941599	Unit 2 Week 1 p. 43	Directions, Make Inferences
			Student/Teacher	Activity	9780328941599	Unit 2 Week 1 p. 43	My Turn, Directions
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 2 p. 89	Directions, Make Inferences
			Student/Teacher	Activity	9780328941605	Unit 3 Week 2 p. 89	My Turn, Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 2 p. 81	Directions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(G) evaluate details to determine what is most important with adult assistance	(i) evaluate details to determine what is most important with adult assistance	Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 p. 195	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 5 p. 195	My Turn, Directions
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 1 p. 43	Directions, Find Important Details
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 2 p. 77	Directions, Find Important Details
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 43	My Turn, Directions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(H) synthesize information to create new understanding with adult assistance	(i) synthesize information to create new understanding with adult assistance	Student/Teacher	Narrative	9780328941582	Unit 1 Week 4 p. 157	Directions, Create New Understandings
			Student/Teacher	Activity	9780328941582	Unit 1 Week 4 p. 157	My Turn, Directions
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 4 p. 155	Directions

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	9780328941629	Unit 5 Week 5 p. 191	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 4 p. 155	My Turn, Directions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	(i) monitor comprehension with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990672	Unit 2, Week 2, p. T112	Read
			Teacher Only	Activity	9780328990672	Unit 2, Week 2, p. T112	Read, First Read Strategies chart and last paragraph
			Teacher Only	Narrative	9780328990689	Unit 3, Week 3, p. T190	Read
			Teacher Only	Activity	9780328990689	Unit 3, Week 3, p. T190	Read, First Read Strategies chart and last paragraph
			Teacher Only	(Drop-down selection)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	(ii) make adjustments when understanding breaks down with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990672	Unit 2, Week 2, p. T112	Read
			Teacher Only	Activity	9780328990672	Unit 2, Week 2, p. T112	Read, First Read Strategies chart and last paragraph
			Teacher Only	Narrative	9780328990689	Unit 3, Week 3, p. T190	Read
			Teacher Only	Activity	9780328990689	Unit 3, Week 3, p. T190	Read, First Read Strategies chart and last paragraph
			Teacher Only	(Drop-down selection)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources	(i) describe personal connections to a variety of sources	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 158	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 158	Turn and Talk, Directions
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 p. 196	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 5 p. 196	My Turn, Directions
			Student/Teacher	(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) 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) provide an oral, pictorial, or written response to a text	(i) provide an oral, pictorial, or written response to a text	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 158	Respond to Text
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 158	Respond to Text
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 p. 196	Respond to Text
			Student/Teacher	Activity	9780328941599	Unit 2 Week 5 p. 196	Respond to Text
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(6) 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	(j) use text evidence to support an appropriate response	Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 43	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 p. 43	Reflect and Share: My Turn
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 3 p. 119	Directions
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) retell texts in ways that maintain meaning	(i) retell texts in ways that maintain meaning	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 82	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 82	Directions
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 1 p. 44	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 1 p. 44	Directions
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(E) interact with sources in meaningful ways such as illustrating or writing	(i) interact with sources in meaningful ways	Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 p. 167	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 4 p. 129	Weekly Question, Directions
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 3 p. 99	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 5 p. 167	My Turn, Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 99	My Turn, Directions
			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) 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	9780328941599	Unit 2 Unit Opener p. 13	Academic Vocabulary, Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Unit Opener p. 13	Academic Vocabulary
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 3 p. 129	Academic Vocabulary, Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 129	Academic Vocabulary
			Student/Teacher	Activity	9780328941605	Unit 3 Week 4 p. 162	Develop Vocabulary
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine the basic theme using text evidence with adult assistance	(i) discuss topics with adult assistance	Student/Teacher	Narrative	9780328941605	Unit 3 Week 1 p. 44	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 1 p. 44	Directions, My Turn
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 5 p. 190	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 5 p. 176	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 5 p. 190	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) discuss topics and determine the basic theme using text evidence with adult assistance	(ii) determine the basic theme using text evidence with adult assistance	Student/Teacher	Narrative	9780328941605	Unit 3 Week 1 p. 28	Folktale, Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 1 p. 28	Folktale, Directions
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 1 p. 44	(Discuss Theme, Directions
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 5 p. 190	Determine Theme, Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 1 p. 44	Directions
			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) 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) identify and describe the main character(s)	(i) identify the main character(s)	Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 pp. 28-29	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 p. 28	Realistic Fiction, Directions
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 42	Identify and Describe Characters, Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 p. 33	Close Read
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 p. 42	My Turn, Directions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) 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) identify and describe the main character(s)	(ii) describe the main character(s)	Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 42	Identify and Describe Characters, Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 p. 42	My Turn, Directions
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 43	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 p. 43	Use Text Evidence, Directions
			Student/Teacher	(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) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance	(i) describe the elements of plot development, including the main events, for texts read aloud with adult assistance	Student/Teacher	Narrative	9780328941605	Unit 3 Week 5 pp. 188-189	Myth, Directions, Anchor Chart
			Student/Teacher	Activity	9780328941599	Unit 2 Week 3 pp.	Directions, Anchor Chart
			Student/Teacher	Activity	9780328941605	Unit 3 Week 5 p. 188	Directions
			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) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance	(ii) describe the elements of plot development, including the problem, for texts read aloud with adult assistance	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 pp. 66-67	Realistic Fiction, Directions, Anchor Chart
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 66	Realistic Fiction, Direction

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	9780328941582	Unit 1 Week 2 p. 80	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 71	Close Read
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 80	My Turn, Directions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance	(iii) describe the elements of plot development, including the resolution, for texts read aloud with adult assistance	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 pp. 66-67	Realistic Fiction, Directions, Anchor Chart
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 66	Realistic Fiction. Directions
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 80	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 77	Close Read
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 80	My Turn, Directions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(7) 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) describe the setting	(i) describe the setting	Student/Teacher	Narrative	9780328941582	Unit 1 Week 4 pp. 142-143	Realistic Fiction. Directions, Anchor Chart
			Student/Teacher	Activity	9780328941582	Unit 1 Week 4 p. 142	Directions
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 4 p. 156	Describe Setting, Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 4 p. 156	My Turn, Directions
			Student/Teacher	(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--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	(i) demonstrate knowledge of distinguishing characteristics of well-known children's literature	Student/Teacher	Narrative	9780328941605	Unit 3 Week 1 pp. 14-15	Entire Page
			Student/Teacher	Activity	9780328941605	Unit 3 Week 1 p. 15	Directions, My Turn
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 1 p. 28	Entire Page
			Student/Teacher	Activity	9780328941605	Unit 3 Week 2 p. 68	Entire Page
			Student/Teacher	Activity	9780328941605	Unit 3 Week 1 p. 28	Directions, Turn and Talk
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(i) discuss rhyme in nursery rhymes	Student/Teacher	Narrative	9780328941605	Unit 3 Week 3 p. 126	Directions, Discuss Rhyme and Rhythm
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 112	Directions
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 3 pp. 98–99	Directions, Poetry, Anchor Chart
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 126	Directions, My Turn
			Student/Teacher	Activity	9780328941629	Unit 5 Week 3 p. 98	Directions
			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--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(ii) discuss rhyme in a variety of poems	Student/Teacher	Narrative	9780328941605	Unit 3 Week 3 p. 126	Directions, Discuss Rhyme and Rhythm
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 117	Close Read
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 3 p. 112	Directions, Discuss Rhyme and Rhythm
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 126	Directions, My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(iii) discuss rhythm in nursery rhymes	Student/Teacher	Narrative	9780328941605	Unit 3 Week 3 p. 126	Directions, Discuss Rhyme and Rhythm
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 123	Close Read
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 3 pp. 98–99	Directions, Poetry, Anchor Chart
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 126	Unit 3 Week 3 p. 126
			Student/Teacher	(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--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems	(iv) discuss rhythm in a variety of poems	Student/Teacher	Narrative	9780328941605	Unit 3 Week 3 p. 126	Directions, Discuss Rhyme and Rhythm
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 123	Close Read
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 3 p. 112	Directions, Discuss Rhyme and Rhythm
			Student/Teacher	Activity	9780328941629	Unit 5 Week 3 p. 112	Directions, Collaborate
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(8) 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) discuss main characters in drama	(i) discuss main characters in drama	Student/Teacher	Narrative	9780328941629	Unit 5 Week 5 pp. 176-177	Entire page, Anchor Chart
			Student/Teacher	Activity	9780328941629	Unit 5 Week 5 p. 176	Directions, Turn and Talk
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 5 p. 190	Directions, Discuss Characters in Drama
			Student/Teacher	Activity	9780328941629	Unit 5 Week 5 p. 190	Directions, My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(j) recognize characteristics of informational text, including the central idea with adult assistance	Student/Teacher	Narrative	9780328941582	Unit 1 Week 3 p. 104	Directions, Informational Text
			Student/Teacher	Activity	9780328941582	Unit 1 Week 3 p. 118	Directions, My Turn
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 3 p. 118	Directions, Find Main Idea
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 1 p. 28	Directions, Informational Text
			Student/Teacher	Activity	9780328941599	Unit 2 Week 1 p. 28	Directions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(j) recognize characteristics of informational text, including the central idea with adult assistance	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
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(ii) recognize structures of informational text, including the central idea with adult assistance	Student/Teacher	Narrative	9780328941582	Unit 1 Week 3 p. 104	Directions, Informational Text
			Student/Teacher	Activity	9780328941582	Unit 1 Week 3 p. 118	Directions, My Turn
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 3 p. 118	Directions, Find Main Idea
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 1 p. 28	Directions, Informational Text
			Student/Teacher	Activity	9780328941599	Unit 2 Week 1 p. 28	Directions
			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--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(iii) recognize characteristics of informational text, including supporting evidence, with adult assistance	Student/Teacher	Narrative	9780328941599	Unit 2 Week 1 pp. 28-29	Entire page
			Student/Teacher	Activity	9780328941599	Unit 2 Week 1 p. 28	Directions, Turn and Talk
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 1 p. 42	Find Main Idea and Supporting Evidence
			Student/Teacher	Activity	9780328941599	Unit 2 Week 1 p. 42	Directions, My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(iv) recognize structures of informational text, including supporting evidence, with adult assistance	Student/Teacher	Narrative	9780328941599	Unit 2 Week 1 pp. 28-29	Entire page
			Student/Teacher	Activity	9780328941599	Unit 2 Week 1 p. 28	Directions, Turn and Talk
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 1 p. 42	Find Main Idea and Supporting Evidence
			Student/Teacher	Activity	9780328941599	Unit 2 Week 1 p. 42	Directions, 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
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(v) recognize characteristics of informational text, including titles to gain information	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 pp. 142-143	Entire page
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 156	Directions, My Turn
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 156	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 6 p. 214	Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(vi) recognize characteristics of informational text, including simple graphics to gain information	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 pp. 142-143	Entire page
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 156	Directions, My Turn
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 156	Directions
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(vii) recognize structures of informational text, including titles to gain information	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 pp. 142-143	Entire page
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 156	Directions, My Turn
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 156	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 6 p. 214	Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(viii) recognize structures of informational text, including simple graphics to gain information	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 pp. 142-143	Entire page
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 156	Directions, My Turn
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 156	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 6 p. 214	Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 156	Directions, My Turn
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 156	Directions
			Student/Teacher	(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--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(ix) recognize characteristics of informational text, including the steps in a sequence with adult assistance	Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 pp. 66–67	Entire page
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 66	Directions, Turn and Talk
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 80	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 80	Directions, My Turn
			Student/Teacher	Activity	9780328941629	Unit 5 Week 2 p. 76	My Turn, Directions
			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--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) recognize characteristics and structures of informational text, including: (i) the central idea and supporting evidence with adult assistance (ii) titles and simple graphics to gain information; and (iii) the steps in a sequence with adult assistance	(x) recognize structures of informational text, including the steps in a sequence with adult assistance	Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 pp. 66–67	Entire page
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 66	Directions, Turn and Talk
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 80	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 80	Directions, My Turn
			Student/Teacher	Activity	9780328941629	Unit 5 Week 2 p. 76	My Turn, Directions
			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--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	(i) recognize characteristics of persuasive text with adult assistance	Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 pp. 180–181	Entire page
			Student/Teacher	Activity	9780328941599	Unit 2 Week 5 p. 180	Directions, Turn and Talk
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 p. 194	Directions, Find Text Structure
			Student/Teacher	None	9780328941599	Unit 2 Week 5 p. 194	Directions, My Turn
			Student/Teacher	Activity	9780328941605	Unit 3 Week 6 p. 222	Directions, Collaborate
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	(ii) state what the author is trying to persuade the reader to think or do	Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 pp. 180–181	Entire page
			Student/Teacher	Activity	9780328941599	Unit 2 Week 5 p. 180	Directions, Turn and Talk
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 p. 194	Directions, Find Text Structure
			Student/Teacher	Activity	9780328941599	Unit 2 Week 5 p. 194	Directions, My Turn
			Student/Teacher	Activity	9780328941605	Unit 3 Week 6 p. 222	Directions, Collaborate
			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--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	9780328941605	Unit 3 Week 6 p. 223	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 6 p. 223	Directions, Collaborate
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(8) 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	9780328941612	Unit 4 Week 1 p. 15	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 6 p. 223	Directions, Collaborate
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 1 pp. 14–15	Directions, diagrams
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 15	Directions, My Turn
			Student/Teacher	Activity	9780328941629	Unit 5 Week 1 p. 15	Directions, Turn and Talk
			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) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(A) discuss with adult assistance the author's purpose for writing text	(i) discuss with adult assistance the author's purpose for writing text	Student/Teacher	Narrative	9780328941582	Unit 1 Week 5 p. 194	Directions, Discuss Author's Purpose
			Student/Teacher	Activity	9780328941582	Unit 1 Week 5 p. 194	Directions, My Turn
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 4 p. 164	Directions, Discuss Author's Purpose
			Student/Teacher	Activity	9780328941605	Unit 3 Week 4 p. 150	Directions, Turn and Talk
			Student/Teacher	Activity	9780328941605	Unit 3 Week 4 p. 164	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(B) discuss with adult assistance how the use of text structure contributes to the author's purpose	(i) discuss with adult assistance how the use of text structure contributes to the author's purpose	Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 p. 194	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 5 p. 194	Directions, My Turn
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 5 p. 207	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 5 p. 207	Directions, My Turn
			Student/Teacher	None			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	(i) discuss with adult assistance the author's use of print features to achieve specific purposes	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 156	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 156	Directions
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 4 p. 154	Directions, Find Text Features
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 88	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 4 p. 154	Directions
			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
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	(ii) discuss with adult assistance the author's use of graphic features to achieve specific purposes	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 156	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 156	Directions
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 5 p. 195	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 5 p. 195	Directions, My Turn
			Student/Teacher	Activity	9780328941629	Unit 5 Week 1 p. 45	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(D) discuss with adult assistance how the author uses words that help the reader visualize	(i) discuss with adult assistance how the author uses words that help the reader visualize	Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 47	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 p. 47	Directions, My Turn
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 85	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 85	Directions, My Turn
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 161	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(E) listen to and experience first- and third-person texts	(i) listen to first-person texts	Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 85	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 85	Directions, My Turn
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 1 p. 47	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 47	Directions, 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
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(E) listen to and experience first- and third-person texts	(ii) listen to third-person texts	Student/Teacher	Narrative	9780328941599	Unit 2 Week 3 p. 123	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 3 p. 123	My Turn, Directions
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 3 p. 123	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 4 p. 169	My Turn, Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 3 p. 123	My Turn, Directions
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(E) listen to and experience first- and third-person texts	(iii) experience first-person texts	Student/Teacher	Narrative	9780328941612	Unit 4 Week 1 p. 47	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 47	Directions, 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)			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(E) listen to and experience first- and third-person texts	(iv) experience third-person texts	Student/Teacher	Narrative	9780328941599	Unit 2 Week 3 p. 123	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 3 p. 123	Directions, My Turn
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 3 p. 123	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 4 p. 169	Directions, My Turn
			Student/Teacher	Activity	9780328941612	Unit 4 Week 3 p. 123	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) 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 by generating ideas for writing through class discussions and drawings	(i) plan by generating ideas for writing through class discussions	Student/Teacher	Narrative	9780328941599	Unit 2 Week 1 p. 50	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 1 p. 50	Directions
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 1 p. 52	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 1 p. 52	Directions
			Student/Teacher	Activity	9780328941629	Unit 5 Week 1 p. 48	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) 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 by generating ideas for writing through class discussions and drawings	(ii) plan by generating ideas for writing through class drawings	Student/Teacher	Narrative	9780328941599	Unit 2 Week 1 p. 50	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 1 p. 50	Directions, My Turn
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 1 p. 50	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 1 p. 52	Directions, My Turn
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 50	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts in oral, pictorial, or written form by organizing ideas	(i) develop drafts in oral, pictorial, or written form by organizing ideas	Student/Teacher	Narrative	9780328941605	Unit 3 Week 3 p. 133	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 133	Directions, My Turn
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 3 p. 125	Directions
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 3 p. 119	Directions
			Student/Teacher	Activity	9780328941629	Unit 5 Week 3 p. 119	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts by adding details in pictures or words	(i) revise drafts by adding details in pictures or words	Student/Teacher	Narrative	9780328941612	Unit 4 Week 6 p. 217	Directions, Revise and Edit
			Student/Teacher	Activity	9780328941599	Unit 2 Week 3 p. 125	Directions, My Turn
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 5 p. 198	Directions, Add Details
			Student/Teacher	Activity	9780328941612	Unit 4 Week 6 p. 217	Directions, My Turn
			Student/Teacher	Activity	9780328941629	Unit 5 Week 5 p. 198	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) 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 with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(i) edit drafts with adult assistance using standard English conventions, including complete sentences	Student/Teacher	Narrative	9780328941605	Unit 3 Week 4 p. 172	Directions, Edit for Complete Sentences
			Student/Teacher	Activity	9780328941605	Unit 3 Week 4 p. 172	Directions, My Turn
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 1 p. 48	Directions, Complete Sentences
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 48	Directions, My Turn
			Student/Teacher	Activity	9780328941629	Unit 5 Week 3 p. 118	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) 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 with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(ii) edit drafts with adult assistance using standard English conventions, including verbs	Student/Teacher	Narrative	9780328941599	Unit 2 Week 3 p. 124	Directions, Verbs
			Student/Teacher	Activity	9780328941599	Unit 2 Week 3 p. 124	Directions, My Turn

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 162	Directions, Verbs
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 162	Directions, My Turn
			Student/Teacher	Activity	9780328941599	Unit 2 Week 5 p. 200	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) 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 with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(iii) edit drafts with adult assistance using standard English conventions, including singular nouns	Student/Teacher	Narrative	9780328941582	Unit 1 Week 1 p. 48	Directions, Singular Nouns
			Student/Teacher	Activity	9780328941582	Unit 1 Week 1 p. 48	Directions, My Turn
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 2 p. 86	Directions, Singular Nouns
			Student/Teacher	Activity	9780328941582	Unit 1 Week 2 p. 86	Directions, My Turn
			Student/Teacher	Activity	9780328941582	Unit 1 Week 5 p. 200	Directions, Singular and Plural Nouns
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) 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 with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(iv) edit drafts with adult assistance using standard English conventions, including plural nouns	Student/Teacher	Narrative	9780328941582	Unit 1 Week 3 p. 124	Directions, Plural Nouns
			Student/Teacher	Activity	9780328941582	Unit 1 Week 3 p. 124	Directions, My Turn
			Student/Teacher	Narrative	9780328941582	Unit 1 Week 4 p. 162	Directions, Plural Nouns
			Student/Teacher	Activity	9780328941582	Unit 1 Week 4 p. 162	Directions, My Turn
			Student/Teacher	Activity	9780328941582	Unit 1 Week 5 p. 200	Directions, 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>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>(v) edit drafts with adult assistance using standard English conventions, including adjectives, including articles</p>	Student/Teacher	Narrative	9780328941599	Unit 2 Week 1 p. 48	Directions, Adjectives and Articles
			Student/Teacher	Activity	9780328941599	Unit 2 Week 1 p. 48	Directions, My Turn
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 2 p. 86	Directions, Adjectives and Articles
			Student/Teacher	Activity	9780328941599	Unit 2 Week 2 p. 86	Directions, 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>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>(vi) edit drafts with adult assistance using standard English conventions, including prepositions</p>	Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 p. 201	Directions, Edit for Prepositions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 5 p. 201	Directions, My Turn
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 4 p. 170	Directions, Prepositions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 4 p. 170	Directions, My Turn
			Student/Teacher	Activity	9780328941605	Unit 3 Week 5 p. 208	Directions, 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>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>(vii) edit drafts with adult assistance using standard English conventions, including pronouns, including subjective [case]</p>	Student/Teacher	Narrative	9780328941605	Unit 3 Week 1 p. 50	Directions, Subjective Case Pronouns
			Student/Teacher	Activity	9780328941605	Unit 3 Week 1 p. 50	Directions, My Turn
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 4 p. 163	Directions, Edit for Subjective and Possessive Pronouns
			Student/Teacher	Activity	9780328941605	Unit 3 Week 4 p. 171	Directions, My Turn
			Student/Teacher	Activity	9780328941612	Unit 4 Week 4 p. 163	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
<p>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p>	<p>(D) edit drafts with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>(viii) edit drafts with adult assistance using standard English conventions, including pronouns, including objective [case]</p>	Student/Teacher	Narrative	9780328941605	Unit 3 Week 2 p. 94	Directions, Objective Case Pronouns
			Student/Teacher	Activity	9780328941605	Unit 3 Week 2 p. 94	Directions, My Turn
			Student/Teacher	Narrative	9780328941605	Unit 3 Week 4 p. 171	Directions, Edit for Subjective and Objective Pronouns
			Student/Teacher	Activity	9780328941605	Unit 3 Week 4 p. 171	Directions, 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
(10) 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 with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(ix) edit drafts with adult assistance using standard English conventions, including pronouns, including possessive [case]	Student/Teacher	Narrative	9780328941605	Unit 3 Week 3 p. 132	Directions, Possessive Case Pronouns
			Student/Teacher	Activity	9780328941605	Unit 3 Week 3 p. 132	Directions, My Turn
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 4 p. 163	Directions, Edit for Subjective and Possessive Pronouns
			Student/Teacher	Activity	9780328941612	Unit 4 Week 4 p. 163	Directions, My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) 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 with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(x) edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence	Student/Teacher	Narrative	9780328941599	Unit 2 Week 4 p. 164	Directions, Edit for Capitalization
			Student/Teacher	Activity	9780328941599	Unit 2 Week 4 p. 164	Directions, My Turn
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 5 p. 202	Directions, Edit for Capitalization
			Student/Teacher	Activity	9780328941599	Unit 2 Week 5 p. 202	Directions, 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
(10) 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 with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xi) edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a name	Student/Teacher	Narrative	9780328941605	Unit 3 Week 5 p. 210	Directions, Edit for Capitalization
			Student/Teacher	Activity	9780328941605	Unit 3 Week 5 p. 210	Directions, My Turn
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 5 p. 197	Edit for Capitalization
			Student/Teacher	Activity	9780328941612	Unit 4 Week 5 p. 197	Directions, My Turn
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(10) 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 with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xii) edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences	Student/Teacher	Narrative	9780328941605	Unit 3 Week 5 p. 209	Directions, Edit for Punctuation Marks
			Student/Teacher	Activity	9780328941605	Unit 3 Week 5 p. 209	Directions, My Turn
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 2 p. 86	Directions, Kinds of Sentences
			Student/Teacher	Activity	9780328941612	Unit 4 Week 2 p. 86	Directions, My Turn
			Student/Teacher	Activity	9780328941612	Unit 4 Week 3 p. 124	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) 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 with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xiii) edit drafts with adult assistance using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns	Student/Teacher	Narrative	9780328941612	Unit 4 Week 5 p. 198	Directions, Edit for Spelling
			Student/Teacher	Activity	9780328941612	Unit 4 Week 5 p. 198	Directions, My Turn: first one
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 5 p. 197	Directions, Edit for Spelling
			Student/Teacher	Activity	9780328941629	Unit 5 Week 5 p. 197	Directions, My Turn: second one
			Student/Teacher	(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) 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 with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xiv) edit drafts with adult assistance using standard English conventions, including correct spelling of words with grade-appropriate rules	Student/Teacher	Narrative	9780328941612	Unit 4 Week 5 p. 198	Directions, Edit for Spelling
			Student/Teacher	Activity	9780328941612	Unit 4 Week 5 p. 198	Directions, My Turn: first one
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 5 p. 197	Directions, Edit for Spelling
			Student/Teacher	Activity	9780328941629	Unit 5 Week 5 p. 197	Directions, My Turn: second one
			Student/Teacher	(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
(10) 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 with adult assistance using standard English conventions, including: (i) complete sentences; (ii) verbs; (iii) singular and plural nouns; (iv) adjectives, including articles; (v) prepositions; (vi) pronouns, including subjective, objective, and possessive cases; (vii) capitalization of the first letter in a sentence and name; (viii) punctuation marks at the end of declarative sentences; and (ix) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	(xv) edit drafts with adult assistance using standard English conventions, including correct spelling of words with grade-appropriate high-frequency words	Student/Teacher	Narrative	9780328941612	Unit 4 Week 5 p. 198	Directions, Edit for Spelling
			Student/Teacher	Activity	9780328941612	Unit 4 Week 5 p. 198	Directions, My Turn: second one
			Student/Teacher	Narrative	9780328941629	Unit 5 Week 5 p. 197	Directions, Edit for Spelling
			Student/Teacher	Activity	9780328941629	Unit 5 Week 5 p. 197	Directions, My Turn: first one
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
(10) 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) share writing	(i) share writing	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990665	Unit 1, Week 5, p. T363	Minilesson
			Teacher Only	Activity	9780328990665	Unit 1, Week 5, p. T363	Independent Writing
			Teacher Only	Narrative	9780328990665	Unit 1, Week 6, p. T396	Share
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) dictate or compose literary texts, including personal narratives	(i) dictate or compose literary texts, including personal narratives	Student/Teacher	Narrative	9780328941612	Unit 4 Week 3 p. 127	Directions, What Happens First
			Student/Teacher	Activity	9780328941612	Unit 4 Week 2 p. 87	Directions
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 1 p. 50	Directions, Generate Ideas
			Student/Teacher	Activity	9780328941612	Unit 4 Week 1 p. 51	My Turn, Generate Ideas
			Student/Teacher	Activity	9780328941612	Unit 4 Week 3 p. 127	Directions, My Turn
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) dictate or compose informational texts	(i) dictate or compose informational texts	Student/Teacher	Narrative	9780328941599	Unit 2 Week 1 p. 51	Directions, Plan Your List Book
			Student/Teacher	Activity	9780328941599	Unit 2 Week 1 p. 51	Plan Your List Book, My Turn
			Student/Teacher	Narrative	9780328941612	Unit 5 Week 2 p. 85	Directions, Compose Answers
			Student/Teacher	Activity	9780328941612	Unit 5 Week 2 p. 85	My Turn, Compose Answers
			Student/Teacher	(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) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate questions for formal and informal inquiry with adult assistance	(i) generate questions for formal inquiry with adult assistance	Student/Teacher	Narrative	9780328941582	Unit 1 Week 6 p. 215	Directions, Ask a Librarian
			Student/Teacher	Activity	9780328941582	Unit 1 Week 6 p. 213	Directions, Collaborate
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 6 p. 215	Directions, Conduct an Interview
			Student/Teacher	Activity	9780328941582	Unit 1 Week 6 p. 215	Directions, Collaborate
			Student/Teacher	Activity	9780328941612	Unit 4 Week 6 p. 215	Directions, Collaborate
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate questions for formal and informal inquiry with adult assistance	(ii) generate questions for informal inquiry with adult assistance	Student/Teacher	Narrative	9780328941612	Unit 4 Week 3 p. 91	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 3 p. 91	Directions, Turn and Talk
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) 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	9780328941612	Unit 4 Week 6 p. 213	Directions, My Research Plan
			Student/Teacher	Activity	9780328941605	Unit 3 Week 6 p. 221	Directions
			Student/Teacher	Activity	9780328941612	Unit 4 Week 6 p. 213	Directions, My Research Plan
			Student/Teacher	Activity	9780328941629	Unit 5 Week 6 p. 213	Directions, Weather Research Plan
			Student/Teacher	(Drop-down selection)			
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) 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	9780328941582	Unit 1 Week 6 p. 213	Directions
			Student/Teacher	Activity	9780328941582	Unit 1 Week 6 p. 213	Directions, Museum Research Plan
			Student/Teacher	Narrative	9780328941612	Unit 4 Week 6 p. 213	Directions, My Research Plan
			Student/Teacher	Activity	9780328941599	Unit 2 Week 6 p. 213	Pet Research Plan
			Student/Teacher	Activity	9780328941612	Unit 4 Week 6 p. 213	Directions, My Research Plan
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
			Teacher Only	(Drop-down selection)			
(12) 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) gather information from a variety of sources with adult assistance	(i) gather information from a variety of sources with adult assistance	Student/Teacher	Narrative	9780328941599	Unit 2 Week 6 p. 215	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 6 p. 215	Directions, Collaborate
			Student/Teacher	Narrative	9780328941599	Unit 2 Week 6 p. 216	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 6 p. 216	Directions, 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)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(D) demonstrate understanding of information gathered with adult assistance	(i) demonstrate understanding of information gathered with adult assistance	Student/Teacher	Narrative	N/A	N/A	N/A
			Student/Teacher	Activity	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Student/Teacher	(Drop-down selection)	N/A	N/A	N/A
			Teacher Only	Narrative	9780328990665	Unit 1, Week 6, p. T394	Tell Your Opinion
			Teacher Only	Activity	9780328990665	Unit 1, Week 6, p. T394	Collaborate
			Teacher Only	Narrative	9780328990672	Unit 2, Week 6, p. T392	Take Notes
			Teacher Only	Activity	9780328990672	Unit 2, Week 6, p. T392–p. T393	Collaborate
			Teacher Only	(Drop-down selection)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	Student/Teacher	Narrative	9780328941582	Unit 1 Week 6 p. 218	Directions
			Student/Teacher	Activity	9780328941599	Unit 2 Week 6 p. 218	Directions

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	9780328941582	Unit 1 Week 6 p. 218	Directions
			Student/Teacher	Activity	9780328941605	Unit 3 Week 6 p. 226	Directions
			Student/Teacher	(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	110.2. English Language Arts and Reading, Kindergarten
Publisher	Pearson Education, Inc., publishing as Scott Foresman
Program Title	Texas myView Literacy - Print + Online, Grade K
Program ISBN	9780134919904

(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

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(A) use prior knowledge and experiences to understand meanings in English	(i) use prior knowledge to understand meanings in English	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

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

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

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<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) use accessible language and learn new and essential language in the process</p>	<p>(i) use accessible language and learn new and essential language in the process</p>	<p>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>

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

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

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(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>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(I) adapt spoken language appropriately for formal and informal purposes</p>	<p>(ii) adapt spoken language appropriately for informal purposes</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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<p>(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>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(i) use visual and contextual support to read grade-appropriate content area text</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(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>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>	<p>(i) write using newly acquired basic vocabulary</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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

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

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

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

<i>Proclamation 2019</i> 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	110.2. English Language Arts and Reading, Kindergarten
Publisher	Pearson Education, Inc., publishing as Scott Foresman
Program Title	Texas myView Literacy - Print + Online, Grade K
Program ISBN	9780134919904

(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	9780328990665	Unit 1: Page T13	ELL Targeted Support
				9780328990689	Unit 3: Page T13	ELL Targeted Support
				9780328990665	Unit 1: Page T13	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	9780328990696	Unit 4: Page T15	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	9780328990665	Unit 1: Page T60	ELL Targeted Support
				9780328990672	Unit 2: Page T120	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	9780328990665	Unit 1: Page T71	ELL Targeted Support
				9780328990665	Unit 1: Page T122	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	9780328990665	Unit 1: Page T274	ELL Targeted Support
				9780328990672	Unit 2: Page T62	ELL Targeted Support

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) use accessible language and learn new and essential language in the process</p>	<p>(i) use accessible language and learn new and essential language in the process</p>	<p>T: K-12</p>	<p>9780328990665</p>	<p>Unit 1: Page T33</p>	<p>ELL Targeted Support</p>
				<p>9780328990672</p>	<p>Unit 2: Page T231</p>	<p>ELL Targeted Support</p>
<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p>	<p>(i) demonstrate an increasing ability to distinguish between formal and informal English</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p>	<p>(ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations</p>	<p>(i) develop and expand repertoire of learning strategies</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(i) learn new language structures heard during classroom instruction and interactions</p>	<p>T: K-12</p>	<p>9780328990665</p>	<p>Unit 1: Page T284</p>	<p>ELL Targeted Support</p>
				<p>9780328990672</p>	<p>Unit 2: Page T74</p>	<p>ELL Targeted Support</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(ii) learn new expressions heard during classroom instruction and interactions</p>	<p>T: K-12</p>	<p>9780328990689</p>	<p>Unit 3: Page T130</p>	<p>ELL Targeted Support</p>
				<p>9780328990702</p>	<p>Unit 5: Page T258</p>	<p>ELL Targeted Support</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(iii) learn basic vocabulary heard during classroom instruction and interactions</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990665</p>	<p>Unit 1: Page T27</p>	<p>ELL Targeted Support</p>
				<p>9780328990689</p>	<p>Unit 3: Page T245</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(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>	9780328990665	Unit 1: Page T144	ELL Targeted Support
				9780328990672	Unit 2: Page T15	ELL Targeted Support
<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>	9780328990665	Unit 1: Page T272	ELL Targeted Support
				9780328990665	Unit 1: Page T276	ELL Targeted Support
<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>	9780328990665	Unit 1: Page T243	ELL Targeted Support
				9780328990702	Unit 5: Page T31	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>(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>9780328990665</p>	<p>Unit 1: Page T175</p>	<p>ELL Targeted Support</p>
				<p>9780328990689</p>	<p>Unit 3: Page T340</p>	<p>ELL Targeted Support</p>

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

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

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

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

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

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990665</p>	<p>Unit 1: Page T91</p>	<p>ELL Targeted Support</p>
				<p>9780328990665</p>	<p>Unit 1: Page T141</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>9780328990665</p>	<p>Unit 1: Page T389</p>	<p>ELL Targeted Support</p>
				<p>9780328990702</p>	<p>Unit 5: Page T373</p>	<p>ELL Targeted Support</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990672</p>	<p>Unit 2: Page T13</p>	<p>ELL Targeted Support</p>
				<p>9780328990689</p>	<p>Unit 3: Page T284</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p>	<p>(i) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p>	<p>(i) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p>	<p>(ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990665</p>	<p>Unit 1: Page T134</p>	<p>ELL Targeted Support</p>
				<p>9780328990665</p>	<p>Unit 1: Page T124</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>9780328990672</p>	<p>Unit 2: Page T97</p>	<p>ELL Targeted Support</p>
				<p>9780328990672</p>	<p>Unit 2: Page T307</p>	<p>ELL Targeted Support</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(i) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(iv) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990689</p>	<p>Unit 3: Page T132</p>	<p>ELL Targeted Support</p>
				<p>9780328990702</p>	<p>Unit 5: Page T245</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>9780328990672</p>	<p>Unit 2: Page T36</p>	<p>ELL Targeted Support</p>
				<p>9780328990672</p>	<p>Unit 2: Page T43</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p>	<p>(ii) speak using grade-level content area vocabulary in context to build academic language proficiency</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990665</p>	<p>Unit 1: Page T301</p>	<p>ELL Targeted Support</p>
				<p>9780328990672</p>	<p>Unit 2: Page T204</p>	<p>ELL Targeted Support</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) share information in cooperative learning interactions</p>	<p>(i) share information in cooperative learning interactions</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990665</p>	<p>Unit 1: Page T66</p>	<p>ELL Targeted Support</p>
				<p>9780328990689</p>	<p>Unit 3: Page T142</p>	<p>ELL Targeted Support</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>(i) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990665</p>	<p>Unit 1: Page T128</p>	<p>ELL Targeted Support</p>
				<p>9780328990665</p>	<p>Unit 1: Page T180</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>(ii) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990665</p>	<p>Unit 1: Page T54</p>	<p>ELL Targeted Support</p>
				<p>9780328990665</p>	<p>Unit 1: Page T74</p>	<p>ELL Targeted Support</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>(i) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>T: K–12</p>	<p>9780328990665</p>	<p>Unit 1: Page T21</p>	<p>ELL Targeted Support</p>
				<p>9780328990665</p>	<p>Unit 1: Page T62</p>	<p>ELL Targeted Support</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>(ii) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>T: K–12</p>	<p>9780328990665</p>	<p>Unit 1: Page T289</p>	<p>ELL Targeted Support, first column</p>
				<p>9780328990665</p>	<p>Unit 1: Page T338</p>	<p>ELL Targeted Support</p>

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

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<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(iii) explain with increasing specificity and detail as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990665</p>	<p>Unit 1: Page T192</p>	<p>ELL Targeted Support</p>
				<p>9780328990665</p>	<p>Unit 1: Page T198</p>	<p>ELL Targeted Support</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(I) adapt spoken language appropriately for formal and informal purposes</p>	<p>(i) adapt spoken language appropriately for formal purposes</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(I) adapt spoken language appropriately for formal and informal purposes</p>	<p>(ii) adapt spoken language appropriately for informal purposes</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>	<p>(i) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>	<p>(ii) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p>	<p>(i) learn relationships between sounds and letters of the English language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p>	<p>(ii) decode (sound out) words using a combination of skills</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(B) recognize directionality of English reading such as left to right and top to bottom</p>	<p>(i) recognize directionality of English reading</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(i) develop basic sight vocabulary used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990689</p>	<p>Unit 3: Page T27</p>	<p>ELL Targeted Support</p>
				<p>9780328990689</p>	<p>Unit 3: Page T315</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>9780328990696</p>	<p>Unit 4: Page T21</p>	<p>ELL Targeted Support</p>
				<p>9780328990702</p>	<p>Unit 5: Page T21</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>9780328990689</p>	<p>Unit 3: Page T196</p>	<p>ELL Targeted Support</p>
				<p>9780328990702</p>	<p>Unit 5: Page T41</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>9780328990672</p>	<p>Unit 2: Page T301</p>	<p>ELL Targeted Support</p>
				<p>9780328990689</p>	<p>Unit 3: Page T222</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>9780328990672</p>	<p>Unit 2: Page T43</p>	<p>ELL Targeted Support</p>
				<p>9780328990672</p>	<p>Unit 2: Page T272</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>9780328990702</p>	<p>Unit 5: Page T304</p>	<p>ELL Targeted Support</p>
				<p>9780328990702</p>	<p>Unit 5: Page T308</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>9780328990665</p>	<p>Unit 1: Page T246</p>	<p>ELL Targeted Support</p>
				<p>9780328990672</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>(ii) use visual and contextual support to enhance and confirm understanding</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990665</p>	<p>Unit 1: Page T52</p>	<p>ELL Targeted Support</p>
				<p>9780328990665</p>	<p>Unit 1: Page T58</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>9780328990672</p>	<p>Unit 2: Page T161</p>	<p>ELL Targeted Support</p>
				<p>9780328990702</p>	<p>Unit 5: Page T239</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>9780328990672</p>	<p>Unit 2: Page T52</p>	<p>ELL Targeted Support</p>
				<p>9780328990696</p>	<p>Unit 4: Page T13</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>9780328990672</p>	<p>Unit 2: Page T56</p>	<p>ELL Targeted Support</p>
				<p>9780328990672</p>	<p>Unit 2: 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>(vii) use support from peers and teachers to enhance and confirm understanding</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990665</p>	<p>Unit 1: Page T149</p>	<p>ELL Targeted Support</p>
				<p>9780328990665</p>	<p>Unit 1: Page T219</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>9780328990672</p>	<p>Unit 2: Page T245</p>	<p>ELL Targeted Support</p>
				<p>9780328990689</p>	<p>Unit 3: Page T15</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>9780328990665</p>	<p>Unit 1: Page T219</p>	<p>ELL Targeted Support</p>
				<p>9780328990665</p>	<p>Unit 1: Page T354</p>	<p>ELL Targeted Support</p>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(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>9780328990665</p>	<p>Unit 1: Page T315</p>	<p>ELL Targeted Support</p>
				<p>9780328990689</p>	<p>Unit 3: Page T309</p>	<p>ELL Targeted Support</p>

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<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(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>9780328990665</p>	<p>Unit 1: Page T134</p>	<p>ELL Targeted Support</p>
				<p>9780328990696</p>	<p>Unit 4: Page 126</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>9780328990672</p>	<p>Unit 2: Page T132</p>	<p>ELL Targeted Support</p>
				<p>9780328990672</p>	<p>Unit 2: Page T149</p>	<p>ELL Targeted Support</p>

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<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(iv) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs</p>	<p>T: K–12 S: 6–12</p>	<p>9780328990665</p>	<p>Unit 1: Page T393</p>	<p>ELL Targeted Support</p>
				<p>9780328990672</p>	<p>Unit 2: Page T126</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>

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<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs</p>	<p>(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>9780328990689</p>	<p>Unit 3: Page T316</p>	<p>ELL Targeted Support</p>
				<p>9780328990696</p>	<p>Unit 4: Page T168</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>9780328990696</p>	<p>Unit 4: Page T27</p>	<p>ELL Targeted Support</p>
				<p>9780328990696</p>	<p>Unit 4: Page T167</p>	<p>ELL Targeted Support</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>	<p>(ii) write using content-based grade-level vocabulary</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990672</p>	<p>Unit 2: Page T79</p>	<p>ELL Targeted Support, second column</p>
				<p>9780328990672</p>	<p>Unit 2: Page T289</p>	<p>ELL Targeted Support, second column</p>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(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>9780328990696</p>	<p>Unit 4: Page T280</p>	<p>ELL Targeted Support</p>
				<p>9780328990696</p>	<p>Unit 4: Page T372</p>	<p>ELL Targeted Support</p>
				<p>9780328990696</p>	<p>Unit 4: Page T70</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>9780328990696</p>	<p>Unit 4: Page T140</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
				9780328990696	Unit 4: Page T210	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	9780328990696	Unit 4: Page T24	ELL Targeted Support
				9780328990696	Unit 4: Page T94	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	9780328990672	Unit 2: Page T214	ELL Targeted Support
				9780328990696	Unit 4: Page T289	ELL Targeted Support, first column

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
<p>(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>9780328990689</p>	<p>Unit 3: Page T76</p>	<p>ELL Targeted Support</p>
				<p>9780328990689</p>	<p>Unit 3: Page T152</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>9780328990672</p>	<p>Unit 2: Page T284</p>	<p>ELL Targeted Support</p>
				<p>9780328990672</p>	<p>Unit 2: Page T354</p>	<p>ELL Targeted Support</p>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly</p>	<p>(i) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations</p>	<p>T: K-12 S: 6-12</p>	<p>9780328990689</p>	<p>Unit 3: Page T297</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
				9780328990696	Unit 4: Page T289	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>	9780328990689	Unit 3: Page T297	ELL Targeted Support, second column
				9780328990702	Unit 5: Page T340	ELL Targeted Support
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>(ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	9780328990696	Unit 4: Page T144	ELL Targeted Support
				9780328990702	Unit 5: 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>(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>9780328990702</p>	<p>Unit 5: Page T274</p>	<p>ELL Targeted Support</p>
				<p>9780328990702</p>	<p>Unit 5: Page T345</p>	<p>ELL Targeted Support, second column</p>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(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>9780328990689</p>	<p>Unit 3: Page T227</p>	<p>ELL Targeted Support, first column</p>
				<p>9780328990696</p>	<p>Unit 4: Page T219</p>	<p>ELL Targeted Support, first column</p>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(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>9780328990672</p>	<p>Unit 2: Page T359</p>	<p>ELL Targeted Support, first column</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
				9780328990672	Unit 2: Page T393	ELL Targeted Support
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	9780328990672	Unit 2: Page T79	ELL Targeted Support
				9780328990672	Unit 2: Page T219	ELL Targeted Support