

| English Language Proficiency Standards (ELPS): Student/Teacher Material | | | | | | | | | |
|---|---|---|----------------------|-----------------|--------------------------------|----------|--------------------------------------|---|--|
| Subject | Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading | | | | | | | | |
| Subchapter | Subchapter C. High School | | | | | | | | |
| Course | §110.60. Debate I, II, III (One to Three Credits) | | | | | | | | |
| Publisher | Perfection Learning Corporation | | | | | | | | |
| Program Title | Mastering Competitive Debate | | | | | | | | |
| Program ISBN | 9781531149277 | | | | | | | | |
| Program Title (identical content) | Mastering Competitive Debate (online only) | | | | | | | | |
| Program ISBN (identical content) | 9781531149307 | | | | | | | | |
| (a) Introduction. | | | | | | | | | |
| <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.</p> <p>(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.</p> | | | | | | | | | |
| (b) School district responsibilities. | | | | | | | | | |
| This section is not applicable to this document, but can be found at http://www.els.state.tx.us/rules/act/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 | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the 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> | (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 | Student/Teacher | 9781531137199 9781531149291 | 25 | #1 | ELL Resource, page 25 | |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 32 | #1 | ELL Resource, page 32 | |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 40 | #2a | ELL Resource, page 40 | |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 44 | #1 | ELL Resource, page 44 | |
| | | | | Teacher Only | | | | | |
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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> | (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 | Student/Teacher | 9781531137199 9781531149291 | 19 | #2a | ELL Resource, page 19 | |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 26 | #1a | ELL Resource, page 26 | |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 34 | #1a | ELL Resource, page 34 | |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 41 | #1 | ELL Resource, page 41 | |
| | | | | Teacher Only | | | | | |
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| | | | | Student/Teacher | | | | | |
| | | | | Student/Teacher | | | | | |
| | | | | Teacher Only | 9781531137199 9781531149291 | 8 | 4th bullet point | ELL Resource, page 8 | |
| | | | | Teacher Only | 9781531137199 9781531149291 | 74 | Chapter 2 #3 | ELL Resource, page 74 | |
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| | | | | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | |
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| | | | | Student/Teacher | 9781531137199 9781531149291 | 20 | #3 | ELL Resource, page 20 | |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 28 | #2 | ELL Resource, page 28 | |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 37 | #5 | ELL Resource, page 37 | |
| | | | | Teacher Only | | | | | |
| | | | | Teacher Only | | | | | |
| | | | | Teacher Only | | | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the 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>(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)</p> | <p>(i) speak using learning strategies</p> | <p>T: K-12 S: 6-12</p> | Student/Teacher | 9781531137199 9781531145291 | 24 | #3b | ELL Resource, page 24 | | |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 30 | #1c | ELL Resource, page 30 | | |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 38 | #3b | ELL Resource, page 38 | | |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 43 | #1 | ELL Resource, page 43 | | |
| | | | | Teacher Only | 9781531137199 9781531145291 | | | | | |
| <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> | NA | NA | NA | NA | NA | | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| <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 speaking and writing activities that build concept and language attainment</p> | <p>NA</p> | NA | NA | NA | NA | NA | | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
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| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
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| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| <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> | Student/Teacher | | | | | | |
| | | | | Student/Teacher | | | | | | |
| | | | | Student/Teacher | | | | | | |
| | | | | Teacher Only | 9781531137199 9781531145291 | 9 | Comprehensive Input | ELL Resource, page 9 | | |
| | | | | Teacher Only | 9781531137199 9781531145291 | 83 | Chapter 25 #1 | ELL Resource, page 83 | | |
| <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> | NA | NA | NA | NA | NA | | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
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| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
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| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| <p>(2) Cross-curricular second language acquisition/learning. 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> | NA | NA | NA | NA | NA | | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |
| | | | | NA | NA | NA | NA | NA | NA | |

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|---|---|---|----------------------|-----------------|--------------------------------|----------|--|---|
| (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: | (A) distinguish sounds and intonation patterns of English with increasing ease | (i) distinguish intonation patterns of English with increasing ease | NA | NA | NA | NA | NA | NA |
| | (B) recognize elements of the English sound system in newly acquired vocabulary | (i) recognize elements of the English sound system in newly acquired vocabulary | NA | NA | NA | NA | NA | NA |
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| | | | | Student/Teacher | | | | |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531137199 | 74 | Sentence above Chapter 3 Key Vocabulary Activities | ELL Resource, page 74 |
| | | | | Teacher Only | 9781531137199 | 74 | Chapter 3 #4 | ELL Resource, page 74 |
| | | | | Teacher Only | 9781531137199 | 80 | Chapter 15 #1b | ELL Resource, page 80 |
| | | | | Teacher Only | 9781531149291 | | | |
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| | | | | Student/Teacher | | | | |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531137199 | 13 | Whole Page | ELL Resource, page 13 |
| | | | | Teacher Only | 9781531137199 | 80 | Chapter 14 #2 | ELL Resource, page 80 |
| | | | | Teacher Only | 9781531137199 | 80 | Chapter 15 #1b | ELL Resource, page 80 |
| | | | | Teacher Only | 9781531149291 | | | |
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| | | | | Student/Teacher | 9781531137199 9781531149291 | 28 | #1c | ELL Resource, page 28 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 40 | #1 | ELL Resource, page 40 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 46 | #1c, 2nd paragraph | ELL Resource, page 46 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions | (iv) learn academic vocabulary heard during classroom instruction and interactions | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531149291 | 19 | #3 | ELL Resource, page 19 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 31 | #3 | ELL Resource, page 31 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 41 | #2 | ELL Resource, page 41 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 48 | #1 | ELL Resource, page 48 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs | | |
|--|---|---|----------------------------|-----------------|--------------------------------|-----------|--------------------------------------|---|--|--|
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| | | | | Student/Teacher | | | | | | |
| | | | | Student/Teacher | | | | | | |
| | | | | Student/Teacher | | | | | | |
| | | | | Teacher Only | 9781531137199 9781531149291 | 10 | Think-Pair-Share | ELL Resource, page 10 | | |
| | | | | Teacher Only | 9781531137199 9781531149291 | 80 | #1b | ELL Resource, page 80 | | |
| <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> | Student/Teacher | 9781531137199 9781531149291 | 20 | #2 | ELL Resource, page 20 | | |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 32-33 | #3b, 2nd bullet point | ELL Resource, page 32-33 | | |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 42 | #1b, 2nd paragraph | ELL Resource, page 42 | | |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 50 | #2c | ELL Resource, page 50 | | |
| | | | | Teacher Only | | | | | | |
| | | | | Teacher Only | | | | | | |
| <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>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>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> | Student/Teacher | 9781531137199 9781531149291 | 34 | #1c | ELL Resource, page 34 | | |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 43 | #1 | ELL Resource, page 43 | | |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 51 | #2 | ELL Resource, page 51 | | |
| | | | | Teacher Only | | | | | | |
| | | | | Teacher Only | | | | | | |
| | | | | Teacher Only | | | | | | |
| <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>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>NA</p> | <p>NA</p> | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
|---|--|---|----------------------|-----------------|--------------------------------|----------|--------------------------------------|---|
| (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations | (i) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations | NA | NA | NA | NA | NA | NA |
| (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: | (H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations | (ii) understand information in increasingly complex spoken language commensurate with grade-level learning expectations | NA | NA | NA | NA | NA | NA |
| (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: | (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 | (i) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs | NA | NA | NA | NA | NA | NA |
| (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: | (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 | (ii) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs | NA | NA | NA | NA | NA | NA |
| (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: | (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 | (iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs | T, K-12 S, 6-12 | Student/Teacher | 9781531137199 9781531149291 | 25 | #2c | ELL Resource, page 25 |
| | | | | Student/Teacher | 9781531137199 | 37 | #6b | ELL Resource, page 37 |
| | | | | Student/Teacher | 9781531149291 | 44 | #3c | ELL Resource, page 44 |
| | | | | Student/Teacher | 9781531137199 | 52 | #1 | ELL Resource, page 52 |
| | | | | Teacher Only | 9781531149291 | | | |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| (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: | (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 | (iv) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs | T, K-12 | Student/Teacher | | | | |
| | | | | Student/Teacher | | | | |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531137199 | 8 | paragraph below bullet points | ELL Resource, page 8 |
| | | | | Teacher Only | 9781531137199 | 81 | Chapter 17 #3b | ELL Resource, page 81 |
| | | | | Teacher Only | 9781531149291 | | | |
| | | | | Teacher Only | | | | |
| (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: | (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 | (v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs | T, K-12 S, 6-12 | Student/Teacher | 9781531137199 9781531149291 | 26 | #1b | ELL Resource, page 26 |
| | | | | Student/Teacher | 9781531137199 | 38 | #3b | ELL Resource, page 38 |
| | | | | Student/Teacher | 9781531149291 | 45 | #1b | ELL Resource, page 45 |
| | | | | Student/Teacher | 9781531137199 | 53 | #1b, 2nd paragraph | ELL Resource, page 53 |
| | | | | Teacher Only | 9781531149291 | | | |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
|---|--|---|----------------------|-----------------|--------------------------------|----------|--------------------------------------|---|
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (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 | (i) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible | NA | NA | NA | NA | NA | NA |
| (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: | (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 | (i) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects | NA | NA | NA | NA | NA | NA |
| (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: | (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 | (ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531149291 | 30 | #1c | ELL Resource, page 30 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 42 | #2a | ELL Resource, page 42 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 51 | #2 | ELL Resource, page 51 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| (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: | (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 | (iii) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531149291 | 16 | #3 | ELL Resource, page 16 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 42 | #1b | ELL Resource, page 42 |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | | | | |
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| | | | | Teacher Only | | | | |
| (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: | (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 | (i) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired | NA | NA | NA | NA | NA | NA |
| (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: | (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 | (ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired | NA | NA | NA | NA | NA | NA |
| (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: | (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 | (iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired | NA | NA | NA | NA | NA | NA |
| (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: | (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 | (iv) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531149291 | 18 | #1b | ELL Resource, page 18 |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
|---|--|---|----------------------|-----------------|--------------------------------|----------|--------------------------------------|---|
| | | | | Student/Teacher | 9781531137199 | 32 | #3b, 1st bullet point | ELL Resource, page 32 |
| | | | | Student/Teacher | 9781531145291 | 43 | #2a | ELL Resource, page 43 |
| | | | | Student/Teacher | 9781531137199 | 52 | #1 | ELL Resource, page 52 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency | (i) speak using grade-level content area vocabulary in context to internalize new English words | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531145291 | 16 | #3 | ELL Resource, page 16 |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 21 | #6 | ELL Resource, page 21 |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 34 | #1b | ELL Resource, page 34 |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 53 | #1a | ELL Resource, page 53 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
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| | | | | Teacher Only | | | | |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency | (ii) speak using grade-level content area vocabulary in context to build academic language proficiency | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531145291 | 24 | #3b | ELL Resource, page 24 |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 37 | #2a | ELL Resource, page 37 |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 44 | #3b | ELL Resource, page 44 |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 45 | #3a | ELL Resource, page 45 |
| | | | | Teacher Only | | | | |
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| | | | | Teacher Only | | | | |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (E) share information in cooperative learning interactions | (i) share information in cooperative learning interactions | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531145291 | 25 | #2c | ELL Resource, page 25 |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 38 | #3a | ELL Resource, page 38 |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 46 | #1c | ELL Resource, page 46 |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 56 | #2c | ELL Resource, page 56 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments | (i) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531145291 | 27 | #1d | ELL Resource, page 27 |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 40 | #2a | ELL Resource, page 40 |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 48 | #3 | ELL Resource, page 48 |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 57 | #2 | ELL Resource, page 57 |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| | | | | Teacher Only | | | | |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments | (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 | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531145291 | 27 | #1d | ELL Resource, page 27 |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 40 | #2a | ELL Resource, page 40 |
| | | | | Student/Teacher | 9781531137199 9781531145291 | 48 | #3 | ELL Resource, page 48 |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
|---|---|--|----------------------|-----------------|--------------------------------|----------|--------------------------------------|---|
| | | | | Student/Teacher | 9781531137199 9781531149291 | 57 | #2 | ELL Resource, page 57 |
| | | | | Teacher Only | | | | |
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| | | | | Teacher Only | | | | |
| (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: | (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 | (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 | T, K-12 | Student/Teacher | | | | |
| | | | | Student/Teacher | | | | |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531137199 9781531149291 | 8 | paragraph below bullet points | ELL Resource, page 8 |
| | | | | Teacher Only | 9781531137199 9781531149291 | 83 | Chapter 24 #1b | ELL Resource, page 83 |
| | | | | Teacher Only | 9781531137199 9781531149291 | 81 | Chapter 17 #3c | ELL Resource, page 81 |
| | | | | Teacher Only | | | | |
| (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: | (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 | (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 | T, K-12 | Student/Teacher | | | | |
| | | | | Student/Teacher | | | | |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531137199 9781531149291 | 8 | paragraph below bullet points | ELL Resource, page 8 |
| | | | | Teacher Only | 9781531137199 9781531149291 | 83 | Chapter 24 #1b | ELL Resource, page 83 |
| | | | | Teacher Only | 9781531137199 9781531149291 | 81 | Chapter 17 #3c | ELL Resource, page 81 |
| | | | | Teacher Only | | | | |
| (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: | (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 | (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 | NA | NA | NA | NA | NA | NA |
| (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: | (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired | (i) narrate with increasing specificity and detail as more English is acquired | NA | NA | NA | NA | NA | NA |
| (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: | (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired | (ii) describe with increasing specificity and detail as more English is acquired | NA | NA | NA | NA | NA | NA |
| (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: | (H) narrate, describe, and explain with increasing specificity and detail as more English is acquired | (iii) explain with increasing specificity and detail as more English is acquired | T, K-12 S 6-12 | Student/Teacher | 9781531137199 9781531149291 | 29 | #3b, 1st bullet point | ELL Resource, page 29 |
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|--|--|--|----------------------|-----------------|--------------------------------|----------|--------------------------------------|---|
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (f) adapt spoken language appropriately for formal and informal purposes | (f) adapt spoken language appropriately for formal purposes | NA | NA | NA | NA | NA | NA |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | (f) adapt spoken language appropriately for formal and informal purposes | (f) adapt spoken language appropriately for informal purposes | NA | NA | NA | NA | NA | NA |
| (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: | (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 | (f) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment | NA | NA | NA | NA | NA | NA |
| (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: | (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 | (f) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment | NA | NA | NA | NA | NA | NA |
| (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: | (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 | (f) learn relationships between sounds and letters of the English language | NA | NA | NA | NA | NA | NA |
| (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: | (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 | (f) decode (sound out) words using a combination of skills | NA | NA | NA | NA | NA | NA |
| (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: | (B) recognize directionality of English reading such as left to right and top to bottom | (f) recognize directionality of English reading | NA | NA | NA | NA | NA | NA |
| (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: | (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials | (f) develop basic sight vocabulary used routinely in written classroom materials | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531149291 | 17 | #5 | ELL Resource, page 17 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 32 | #2 | ELL Resource, page 32 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 44 | #2 | ELL Resource, page 44 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 54 | #2 | ELL Resource, page 54 |
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|---|---|---|----------------------------|-----------------|--------------------------------|----------|--|---|
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p> | <p>(ii) derive meaning of environmental print</p> | <p>T: K-12 S: 6-12</p> | Student/Teacher | 9781531137199 9781531149291 | 17 | #4 | ELL Resource, page 17 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 32 | #3a | ELL Resource, page 32 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 44 | #3a | ELL Resource, page 44 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 55 | #4a, b | ELL Resource, page 55 |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p> | <p>(iii) comprehend English vocabulary used routinely in written classroom materials</p> | <p>T: K-12 S: 6-12</p> | Student/Teacher | 9781531137199 9781531149291 | 19 | #2b | ELL Resource, page 19 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 35 | #3a | ELL Resource, page 35 |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p> | <p>(iv) comprehend English language structures used routinely in written classroom materials</p> | <p>T: K-12 S: 6-12</p> | Student/Teacher | 9781531137199 9781531149291 | 19 | #2b | ELL Resource, page 19 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 35 | #3b | ELL Resource, page 35 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 45 | #2b | ELL Resource, page 45 |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text</p> | <p>(i) use prereading supports to enhance comprehension of written text</p> | <p>T: K-12 S: 6-12</p> | Student/Teacher | 9781531137199 9781531149291 | 20 | #1 | ELL Resource, page 20 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 36 | #1 | ELL Resource, page 36 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 46 | #1a, b | ELL Resource, page 46 |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p> | <p>(i) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p> | <p>T: K-12</p> | Student/Teacher | | | | |
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| | | | | Student/Teacher | | | | |
| | | | | Student/Teacher | | | | |
| | | | | Teacher Only | 9781531137199 | 9 | Paragraph before More Ideas for Sheltering Instruction | ELL Resource, page 9 |
| | | | | Teacher Only | 9781531149291 | 14 | 1st paragraph | ELL Resource, page 14 |
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| | | | | Teacher Only | | | | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the 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>(i) use visual and contextual support to read grade-appropriate content area text</p> | <p>T: K-12 S: 6-12</p> | <p>Student/Teacher</p> | 9781531137199 | 23 | #1 a, b | ELL Resource, page 23 | | | | |
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| | | | | | Teacher Only | | | | | | | |
| <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>Student/Teacher</p> | 9781531137199 | 23 | #2 | ELL Resource, page 23 | | | | |
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| | | | | | 9781531137199 | 46 | #3 | ELL Resource, page 46 | | | | |
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| | | | | | Teacher Only | | | | | | | |
| <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>Student/Teacher</p> | 9781531137199 | 23 | #1 | ELL Resource, page 23 | | | | |
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| | | | | | 9781531137199 | 38 | #2 | ELL Resource, page 38 | | | | |
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| | | | | | Teacher Only | | | | | | | |
| <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> | <p>NA</p> | <p>NA</p> | | | | |
| | | | | | | | | | 9781531137199 | 38 | #1 | ELL Resource, page 38 |
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| | | | | | | | | | Teacher Only | | | |
| | | | | | | | | | Teacher Only | | | |
| <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>Student/Teacher</p> | 9781531137199 | 25 | #2b | ELL Resource, page 25 | | | | |
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| | | | | | 9781531137199 | 40 | #2a | ELL Resource, page 40 | | | | |
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| | | | | | Teacher Only | | | | | | | |
| | | | | | Teacher Only | | | | | | | |
| <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>Student/Teacher</p> | 9781531137199 | 27 | #1e | ELL Resource, page 27 | | | | |
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| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
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| | | | | Student/Teacher | 9781531149291 | 51 | #3 | ELL Resource, page 51 |
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| (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: | (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 | (vii) use support from peers and teachers to enhance and confirm understanding | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531149291 | 27 | #1f | ELL Resource, page 27 |
| | | | | Student/Teacher | 9781531137199 | 41 | #3b | ELL Resource, page 41 |
| | | | | Student/Teacher | 9781531137199 | 51 | #3 | ELL Resource, page 51 |
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| (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: | (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 | (viii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531149291 | 28 | #1b | ELL Resource, page 28 |
| | | | | Student/Teacher | 9781531137199 | 42 | #2b | ELL Resource, page 42 |
| | | | | Student/Teacher | 9781531149291 | 52 | #2b | ELL Resource, page 52 |
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| | | | | Student/Teacher | 9781531137199 | 42 | #1b | ELL Resource, page 42 |
| | | | | Student/Teacher | 9781531137199 | 52 | #2b | ELL Resource, page 52 |
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| | | | | Student/Teacher | 9781531137199 | 43 | #2b | ELL Resource, page 43 |
| | | | | Student/Teacher | 9781531149291 | 53 | #1a | ELL Resource, page 53 |
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| (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: | (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 | (i) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs | NA | NA | NA | NA | NA | NA |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
|---|--|---|----------------------------|-----------------|--------------------------------|-----------|--------------------------------------|---|
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.</p> | <p>(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> | Student/Teacher | 9781531137199 9781531149291 | 30 | #1c | ELL Resource, page 30 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 45 | #3b | ELL Resource, page 45 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 50 | #3 | ELL Resource, page 50 |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p> | <p>(iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs</p> | <p>T: K-12 S: 6-12</p> | Student/Teacher | 9781531137199 9781531149291 | 25 | #2c | ELL Resource, page 25 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 52 | #1 | ELL Resource, page 52 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 57 | #2 | ELL Resource, page 57 |
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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> | Student/Teacher | 9781531137199 9781531149291 | 30 | #1a | ELL Resource, page 30 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 45 | #1b | ELL Resource, page 45 |
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| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> | <p>(H) read silently with increasing ease and comprehension for longer periods</p> | <p>(i) read silently with increasing ease for longer periods</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>NA</p> | <p>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> | <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>(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>NA</p> | <p>NA</p> |

| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs |
|---|---|--|----------------------|-----------------|--------------------------------|----------|--------------------------------------|---|
| (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: | (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 | (ii) expand reading skills commensurate with content area needs | NA | NA | NA | NA | NA | NA |
| (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: | (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 | (i) demonstrate English comprehension and expand reading skills by employing inferential skills | NA | NA | NA | NA | NA | NA |
| (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: | (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 | (i) demonstrate English comprehension and expand reading skills by employing analytical skills | NA | NA | NA | NA | NA | NA |
| (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: | (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English | (i) learn relationships between sounds and letters of the English language to represent sounds when writing in English | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531149291 | 16 | #2 | ELL Resource, page 16 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 33 | #3c | ELL Resource, page 33 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 44 | #1 | ELL Resource, page 44 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 55 | #3 | ELL Resource, page 55 |
| | | | | Teacher Only | 9781531149291 | | | |
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| (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: | (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary | (i) write using newly acquired basic vocabulary | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531149291 | 18 | #1a | ELL Resource, page 18 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 34 | #2a | ELL Resource, page 34 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 45 | #3b | ELL Resource, page 45 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 56 | #2a | ELL Resource, page 56 |
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| (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: | (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary | (ii) write using content-based grade-level vocabulary | T: K-12 S: 6-12 | Student/Teacher | 9781531137199 9781531149291 | 18 | #1a | ELL Resource, page 18 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 35 | #2b | ELL Resource, page 35 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 45 | #3b | ELL Resource, page 45 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 56 | #2a | ELL Resource, page 56 |
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| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the location for electronic programs | | | |
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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(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>Student/Teacher</p> | 9781531137199 | 21 | #5 | ELL Resource, page 21 | | | |
| | | | | | 9781531149291 | | | | | | |
| | | | | | 9781531137199 | 37 | #4 | ELL Resource, page 37 | | | |
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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p> | <p>(ii) employ English spelling pattern with increasing accuracy as more English is acquired</p> | <p>T: K-12 S: 6-12</p> | <p>Student/Teacher</p> | 9781531137199 | 20 | #4 | ELL Resource, page 20 | | | |
| | | | | | 9781531149291 | | | | | | |
| | | | | | 9781531137199 | 36 | #2 | ELL Resource, page 36 | | | |
| | | | | | 9781531149291 | 47 | #3 | ELL Resource, page 47 | | | |
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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p> | <p>(iii) employ English spelling rules with increasing accuracy as more English is acquired</p> | <p>T: K-12 S: 6-12</p> | <p>Student/Teacher</p> | 9781531137199 | 20 | #4 | ELL Resource, page 20 | | | |
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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p> | <p>(i) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired</p> | <p>T: K-12 S: 6-12</p> | <p>Student/Teacher</p> | 9781531137199 | 24 | #4bi | ELL Resource, page 24 | | | |
| | | | | | 9781531149291 | | | | | | |
| | | | | | 9781531137199 | 39 | #4bi | ELL Resource, page 39 | | | |
| | | | | | 9781531149291 | 49 | #4bi | ELL Resource, page 49 | | | |
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| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> | <p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p> | <p>(ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired</p> | <p>T: K-12 S: 6-12</p> | <p>Student/Teacher</p> | 9781531137199 | 24 | #4bi | ELL Resource, page 24 | | | |
| | | | | | 9781531149291 | | | | | | |
| | | | | | 9781531137199 | 39 | #4bi | ELL Resource, page 39 | | | |
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| Knowledge and Skills Statement | Student Expectation | Breakout | Required Grade Level | Item Type | Component ISBN | Page (s) | Description of the specific location | Hyperlink to the 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 appropriate verb tenses, commensurate with grade-level expectations as more English is acquired</p> | <p>T: K-12 S: 6-12</p> | <p>Student/Teacher</p> | <p>9781531137199 9781531149291</p> | <p>24</p> | <p>#4bii</p> | <p>ELL Resource, page 24</p> |
| | | | | | <p>9781531137199 9781531149291</p> | <p>39</p> | <p>#4bii</p> | <p>ELL Resource, page 39</p> |
| | | | | | <p>9781531137199 9781531149291</p> | <p>49</p> | <p>#4bii</p> | <p>ELL Resource, page 49</p> |
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| | | | | | <p>9781531137199 9781531149291</p> | <p>40</p> | <p>#2b</p> | <p>ELL Resource, page 40</p> |
| | | | | | <p>9781531137199 9781531149291</p> | <p>50</p> | <p>#3</p> | <p>ELL Resource, page 50</p> |
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| | | | | | <p>9781531137199 9781531149291</p> | <p>41</p> | <p>#4a</p> | <p>ELL Resource, page 41</p> |
| | | | | | <p>9781531137199 9781531149291</p> | <p>51</p> | <p>#1b</p> | <p>ELL Resource, page 51</p> |
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| | | | | | <p>9781531137199 9781531149291</p> | <p>42</p> | <p>#1a</p> | <p>ELL Resource, page 42</p> |
| | | | | | <p>9781531137199 9781531149291</p> | <p>52</p> | <p>#2a</p> | <p>ELL Resource, page 52</p> |
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| | | | | | <p>9781531137199 9781531149291</p> | <p>42</p> | <p>#1a</p> | <p>ELL Resource, page 42</p> |
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| | | | | Student/Teacher | 9781531137199 9781531149291 | 43 | #3 | ELL Resource, page 43 |
| | | | | Student/Teacher | 9781531137199 9781531149291 | 53 | #2 | ELL Resource, page 53 |
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