English Language Proficiency Standards	s (ELPS): Student/Teacher Material
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter	Subchapter C. High School
Course	§110.58. Communication Applications (One-Half Credit)
Publisher	Perfection Learning Corporation
Program Title	Projects in Professional Communications
Program ISBN	9781531149314
Program Title (identical content)	Projects in Professional Communications (online only)
Program ISBN (identical content)	9781531149388
(a) Introduction.	

- (1) The English language proficiency grandstation in this section custine English language proficiency in the descriptions and student expectations for English Inspragage proficiency of the English Inspragage proficiency o

(b) School district responsibilities.

- This section is not applicable to this document, but can be found at http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4.
- (c) Cross-curricular second language acquisition essential knowledge and skills

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(1) Diese-curricate second language acquisition feating strategises. The ELL user language terroin grategies 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 perceptions arost set foundation and enrichment curriculum, all instruction delivered in English must be linguisitiately accommodated (communicated, sequenced, and a scalifolder) commensurates with the student's level of English language proficiency. The student's level of English language proficiency. The student's language traditions, and the student's language proficiency. The student's language in the student's language proficiency. The student's language in the student's language in the student's language.	(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	9781682407578 9781531149321	16	at	ELL Resource, page 15
				Student/Teacher	9781682407578 9781531149321	24	#2d	ELL Resource, page 24
				Student/Teacher	9781682407578 9781531149321	29	#1b	ELL Resource, page 29
				Student/Teacher	9781682407578 9781531149321	38	#1a	ELL Resource, page 38
				Teacher Only				
				Teacher Only Teacher Only				
				Teacher Only				
(1) Crode-curricate securital language acquisitor/teaming grategies. The Etish requirement is a first an individual securitary and its individual securitary and its of the foundation and his or her form 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 illiquisitately accommodated (communicated, sequenced) and processing and processing across the commodate formanicated sequenced.	(A) use prior knowledge and experiences to understand meanings in English	(ii) use prior experiences to understand meanings in English	T: K-12 S: 8-12	Student/Teacher	9781682407578 9781531149321	18	п	ELL Resource, page 18
				Student/Teacher	9781682407578 9781531149321	25	#3	ELL Resource, page 25
				Student/Teacher	9781682407578 9781531149321	32	#1b	ELL Resource, page 32
				Student/Teacher	9781682407578 9781531149321	39	#3	ELL Resource, page 39
				Teacher Only	9/81531149321			
				Teacher Only				
				Teacher Only Teacher Only				
(1) Cross-curricular second language acquisition/earning strategies. The ELL uses language learning strategies to develop an awareness of his of her own learning processes in all content areas. In order for the and enrichment curriculum, all restruction delivered in English must be inguisitable succommodated (communicated, sequenced, and scalloded) commensurate with the student's level of English language proficiency. The student is expected.	(8) monitor roal and written language production and employ self- corrective techniques or other resources	(i) monitor oral language production and employ self-corrective techniques or other resources	T: K-12	Student/Teacher				
				Student/Teacher				
				Student/Teacher Student/Teacher				
				Teacher Only	9781682407578 9781531149321	8	fourth bullet point	ELL Resource, page 8
				Teacher Only	9781682407578 9781531149321	74	#3b	ELL Resource, page 74
				Teacher Only Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language fearning strategies to develop an awareness of his or her own learning processes in all content areas. In order the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English makes	(B) monitor oral and written language production and employ self-	(ii) monitor written language production and employ self-corrective						
and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scalfolded) commensurate with the student's level of English language proficiency. The student is expected to:	(c) monato train and whiten has google production and employ sen- corrective techniques or other resources	(ii) monato wraten ranguage production and employ sele-conecute techniques or other resources	NA NA	NA NA	NA NA	NA NA	NA	NA
linguistically accommodated (communicated, sequenced, and scalfolded) commensurate with the student's level of English language	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, corresponding, and reviewing to acquire basic and grade-level vicabilities?	(i) i i i i i i i i i i i i i i i i i i	T; K-12 S; 6-12	NA Studenl/Teacher	9781682407578 9781531149321	NA 20	NA STD	NA ELL Resource, page 20
Inquistically accommodated (communicated, sequenced, and scalideded commensurate with the students level of English language proliciency. The student is expected to: (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her com learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the loundation and enrichment communical stratuction delivered in English must be scalid-defed commensurate with the students level english language acceptance across the students level english language.	corrective techniques or other resources (C) use strategic learning techniques such as concept mapping, drawing, memoritising, comparing, contrasting, and reviewing to	techniques or other resources (i) use strategic learning techniques to acquire basic and grade-level	T: K-12		9781682407578 9781531149321 9781652407578			
Inquistically accommodated (communicated, sequenced, and scalideded commensurate with the students level of English language proliciency. The student is expected to: (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her com learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the loundation and enrichment communical stratuction delivered in English must be scalid-defed commensurate with the students level english language acceptance across the students level english language.	corrective techniques or other resources (C) use strategic learning techniques such as concept mapping, drawing, memoritising, comparing, contrasting, and reviewing to	techniques or other resources (i) use strategic learning techniques to acquire basic and grade-level	T: K-12	StudenVTeacher	9781682407578 9781531149321	20	#tb	ELL Resource, page 20
Inquistically accommodated (communicated, sequenced, and scalideded commensurate with the students level of English language proliciency. The student is expected to: (1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her com learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the loundation and enrichment communical stratuction delivered in English must be scalid-defed commensurate with the students level english language acceptance across the students level english language.	corrective techniques or other resources (C) use strategic learning techniques such as concept mapping, drawing, memoritising, comparing, contrasting, and reviewing to	techniques or other resources (i) use strategic learning techniques to acquire basic and grade-level	T: K-12	Studenl/Teacher Studenl/Teacher	9781682407578 978153114921 979153114921 979153114921 979153114921	20	#1b	ELL Resource, page 20 ELL Resource, page 26

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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
				Teacher Only				
				Teacher Only				
				Teacher Only				
 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	(D) speak using learning strategies such as requesting assistance.							
his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution		T: K-12	Student/Teacher		22	#2d	ELL Resource, page 22
and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and	(conveying ideas by defining or describing when exact English words are not known)	(i) speak using learning strategies	S: 6-12					
linguistically accommodated (communicated, sequenced, and scallfolded) commensurate with the student's level of English language	,				9781682407578			
proficiency. The student is expected to:					9781531149321			
				Student/Teacher	9781682407578	28	#2b	ELL Resource, page 28
					9781531149321 9781682407578			
				Student/Teacher	9781531149321	37	#3a	ELL Resource, page 37
				Student/Teacher	9781682407578 9781531149321	42	#1a	ELL Resource, page 42
				Teacher Only	5/01331145321			
				Teacher Only				
				Teacher Only Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop a nawareness of his or her own learning processes in all context areas. In order for the ELL to meet grade-level learning expectations across the foundation and errichment curriculum, all restruction delivered in English must be linguistically accommodated (communicated, sequenced, and scatification) commensurate with the student's level of English language								
his or her own learning processes in all content areas. In order for the	(E) internalize new basic and academic language by using and reusing							
ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build	 (i) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment 	NA NA	NA NA	NA NA	NA NA	NA NA	NA NA
linguistically accommodated (communicated, sequenced, and	concept and language attainment							
scalloided) commensurate with the student's level of English language proficiency. The student is expected to:								
(1) Cross-curricular second language acquisition/learning strategies.								
The ELL uses language learning strategies to develop an awareness of								
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop a nawareass 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 errichment curriculum, all restruction delivered in English must be linguistically accommodisted (communicated, sequenced, and scatifolded) commensurate with the studerfs level of English language	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build	 (ii) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language 	NA.	NA NA	NA NA	NA NA	NA NA	NA NA
and enrichment curriculum, all instruction delivered in English must be	it in meaningful ways in speaking and writing activities that build concept and language attainment	meaningful ways in writing activities that build concept and language attainment	NA NA	NA NA	NA NA	NA NA	NA NA	NA NA
scaffolded) commensurate with the student's level of English language								
proficiency. The student is expected to:								
(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								
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	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build	(iii) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language	. NA	NA NA	NA NA	NA NA	NA NA	NA NA
and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language	concept and language attainment	attainment						
scaffolded) commensurate with the student's level of English language								
proficiency. The student is expected to:								
(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	(E) internalize new basic and academic language by using and reusing	(in) internalize new anademic language by using and reusing it in						
ELL to meet grade-level learning expectations across the foundation	it in meaningful ways in speaking and writing activities that build concept and language attainment	 (iv) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language 	NA NA	NA NA	NA NA	NA NA	NA NA	NA NA
The ELL uses language learning strangies 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 struction delivered in English must be linguistically accommodated (communicated, sequenced, and scalidolder) commensurate with the student's level of English language accelerations.	concept and language attainment	attainment						
scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:								
pronouncy. The student is expected to.								
 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								
his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation	(F) use accessible language and learn new and essential language in	(i) use accessible language and learn new and essential language in						
and enrichment curriculum, all instruction delivered in English must be	the process	the process	T: K-12	Student/Teacher				
linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language				1		1		
proficiency. The student is expected to:				1		1		
				Student/Teacher	+	-		
				Student/Teacher	1	L		
				Student/Teacher				
				Teacher Only	9781682407578 9781531149321 9781682407578	9	Comprehensive Input	ELL Resource, page 9
				Teacher Only	9781682407578 9781531149321	69	Chapter 3, #1	ELL Resource, page 69
				Teacher Only	9/01031149321			
				Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies.								
The ELL uses language learning strategies to develop an awareness of								
(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	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each	(i) demonstrate an increasing ability to distinguish between formal and	NA NA	NA NA	NA NA	NA NA	NA NA	NA NA
and enrichment curriculum, all instruction delivered in English must be	and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	informal English	NA.	NA NA	NA NA	NA NA	NA NA	NA
linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:								
proficiency. The student is expected to:								
 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	(C) demonstrate on increasing chills to distinguish							
ELL to meet grade-level learning expectations across the foundation	(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA NA	NA NA	NA NA	NA NA	NA NA	NA NA
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, as instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scallfolded) commensurate with the student's level of English language to scall the student of the student student and the student student scallfolded commensurate with the student's level of English language	one commensurate with grade-level learning expectations	illiorina English commensurate with grade-level learning expectations						
scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:								
proliciency. The student is expected to:								
(1) Cross surrigidar second lenguage sequicitizador								
(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	(H) develop and expand repertoire of learning strategies such as							
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	(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-	(i) develop and expand repertoire of learning strategies	NA NA	NA NA	NA NA	NA NA	NA NA	NA NA
linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language	level learning expectations							
scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:								
promoterby. The student is expected to:								

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 islates to a variety of speakers orclusing baselves, peers, and testing the control of the control o	(A) distinguish sounds and intontation patterns of English with increasing ease	(i) distinguish sounds of English with increasing ease	NA	NA	NA	NA .	N/A	NA
(2) Crese-curricate record language acquisition/listering. The ELL states to a variety of papelane in side of exclusives provided in the particular states of the exclusive	(A) distinguish sounds and intonation patterns of English with increasing ease	(ii) distinguish intonation patterns of English with increasing ease	NA .	NA NA	NA NA	NA NA	NA NA	NA .
(2) Crese-curvicular secured language acquisition/listening. The ELI stants on variety of peakers in seeding regulations, leaves of electroric media to gain an increasing level of comprehension of rendy acquired language in all content ansas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language is all the electronic peakers are all the electronic peakers and electronic peakers learning expectations across the foundation and eminiment curriculum, all instruction delivered in English must be linguistically accommodated (communication) expensed, and sacialized commensurate with the subserts level of English language proficiency. The subserts is expected for.	(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowes, allent letters, and conscrient diseases	(i) recognize elements of the English sound system in neetly acquired vocabulary	NA	NA.	NA .	NA NA	NA NA	NA NA
(2) Cross-curricular second language acquisition/listening. The ELL listents to a variety of speakers including basiners, peers, and training the control of the property acquired language in all content ranks. ELLs may be a the beginning, intermediate, advanced, or advanced high stage of English language acquisition in intering, in order for the ELL to neet gained excussion in intering, to most or the ELL to neet gained control of the engineers	(C) learn new language structures, expressions, and basic and scademic vocabulary heard during classroom instruction and interactions	(i) learn new language structures heard during classroom instruction and interactions	T: K-12	Student/Teacher	9781682407578 9781531148921	33	£2	ELL Resource, page 32
				Student/Teacher Student/Teacher				
				Student/Teacher	9781682407578			
				Teacher Only	9781682407578 9781531149321 9781682407578	13	Whole page	ELL Resource, page 13
				Teacher Only	9781682407578 9781531149321	68	Chapter 1, #5	ELL Resource, page 68
				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 neally electronic process. The comprehension of the comprehen	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(ii) learn new oupressions heard during classroom instruction and interactions	T: K-12	Student/Teacher	9781682407578 9781531149321	13	Whole page	Sil Besource, page 13
				Student/Teacher	5/01331145321			
				Student/Teacher Student/Teacher				
				Teacher Only	9781682407578 9781531149321	13	Whole page	ELL Resource, page 13
				Teacher Only	9781531149321 9781682407578 9781531149321	68	Chapter 1, #5	ELL Resource, page 68
				Teacher Only	9781531149321 9781682407578 9781531149321	4	3rd paragraph	ELL Resource, page 4
				Teacher Only	9761031149321			
(2) Cross-curricate record language scapidation/latering. The ELL issues to a valuely of genderin calcining learning region, and electroric media to gain an increasing level of comprehension of rendy acquired language in all content eraces. ELLs may be a the beginning, intermediate, advanced, or advanced high stage of English language acquisition in latering in order for the ELL to meet gland-level acquisition in latering in order for the ELL to meet gland-level acquisition in latering in order for the ELL to meet gland-level curriculum, all instruction delivered in English must be Inguistically accommodated communicated, sequenced, and scalification communicates experienced and scalification of the experience of the scaling profile ency. The student's in expected to:	(C) learn new language structures, expressions, and basic and scademic vocabulary heard during classroom instruction and retractions	(iii) learn basic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	Student/Teacher	9781682407578 9781531149321	17	re:	ELL Resource, page 17
				Student/Teacher	9781682407578 9781531149321	26	#2a	ELL Resource, page 26
				Student/Teacher	9781531149321 9781682407578 9781531149321	38	#2	ELL Resource, page 38
				Student/Teacher	9781682407578	47	#2c	ELL Resource, page 47
				Teacher Only	9781531149321			and the page of
				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 electrons media to gain an increasing level of comprehension of newly electrons of the second	(C) learn new language structures, expressions, and basic and scademic vocabulary heard during classroom instruction and interactions	(iv) learn academic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	Teacher Only Student/Teacher	9781682407578 9781531149321	19	84	ELL Resource, page 19

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				Student/Teacher	9781682407578 9781531149321	27	#1c	ELL Resource, page 27
				Student/Teacher	9781682407578 9781531149321	39	#5	ELL Resource, page 39
				Student/Teacher	9781682407578 9781531149321	50	#2c	ELL Resource, page 50
				Teacher Only	9/81531149321			
				Teacher Only Teacher Only				
				Teacher Only				
(2) Cross-curricular second language acquisition/istering. The ELL islans to a variety of speakers including teachers, peach and electronic media to gain an increasing level of comprehension of enelly acquired integrage in all contert anses. ELLs may be a the beginning, equipment of the electronic media or the second content of the electronic peach in the electron	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(i) monitor understanding of spoken language during classroom instruction and interactions	T: K-12	Student/Teacher				
				Student/Teacher Student/Teacher				
				Student/Teacher	0794692407579			
				Teacher Only	9781682407578 9781531149321 9781682407578	10	Think Pair Share	ELL Resource, page 10
				Teacher Only Teacher Only	9781531149321	71	#2d	ELL Resource, page 71
				Teacher Only				
(2) Cross-curricular second larguage acquisition/latering. The ELL silaters to a variety of speakers inchanging fractions; person and electroric media to gain an increasing level of comprehension of really acquired integrage in all content senses. ELLs may be at the beginning, intermediate, advanced, or subvanced high stage of English language tealming appearations serious the localistic and endership and external eleating appearations across the foundation and endership and external curriculum, all instruction delivered in English must be Inguistically accommodated communicated, sequenced, and scaliforally commensurate with the students level of English language proficiency. The student is expected to:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(ii) seek clarification (of spoken language) as needed	T: K-12 S: 8-12	Student/Teacher	9781682407578 9781531149321	21	#3b, #3c	EL Resource, page 21
				Student/Teacher	9781682407578 9781531149321	29	#2b	ELL Resource, page 29
				Student/Teacher	9781682407578 9781531149321	41	#5	ELL Resource, page 41
				Student/Teacher	9781682407578	51	#1c	ELL Resource, page 51
				Teacher Only	9781531149321			and the same of th
				Teacher Only Teacher Only				
				Teacher Only				
(2) Cross-curricular second language acquisition/listering. The ELL islans to a variety of speakers including leachers, peach and electronic media to gain an increasing level of comprehension of evel sequence of the property of the comprehension of the beginning, acquisition in listering, in order for the ELL to meet grade-level learning expectation across the foundation and enrichment curriculum, all instruction delivered in English must be Inquisitionally accommodated communications, accommodated communications, accommodated communications, accommodated promisers and accommodated promisers are accommodated promisers and accommodated promisers and accommodated promisers and accommodated promisers and accommodated promisers are accommodated promisers.	(E) use visual, contentual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(i) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA NA	NA	NA	NA NA	NA NA	NA
(2) Cross-curricular second larguage, acquisitoritisming. The ELL silvanis to a variety of speakers inchanging tractions, persus, and electroric media to gain an increasing level of comprehension of really acquired integrage in all content senses. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language learning expectations across the foundation and emindment curriculum, all instruction delivered in English mast be Inquisited in Control and	(E) use visual, contentual, and linguistic support to enhance and continued estanding of increasingly complex and elaborated spoken language.	(ii) use contentual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA NA	NA NA	NA NA	NA .
(2) Cross-curricular second language acquisition/sistering. The ELL sizes in a variety of speakers inches the activate second and electroric media to gain an increasing level of comprehension of really acquired language in all content areas. ELLs may be a the beginning, intermediate, advanced, or advanced high stage of English language acquisation in latering. In order for the ELL to meet glassification and acquired acquired in the electronic control of th	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.	(iii) use linguistic support to enhance and corifirm understanding of increasingly complex and elaborated spoken language	T: K-12 S: 6-12	Student/Teacher	9781682407578 9781531149321	22	#2b	ELL Resource, page 22
				Student/Teacher	9781682407578 9781531149321	33	#1d	ELL Resource, page 33
				Student/Teacher	9781531149321 9781682407578 9781531149321	22	#1b	ELL Resource, page 22
				Student/Teacher	9/81531149321			
				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 electronic media to gain an increasing level of comprehension of newly representations of the comprehension in the comprehension of the com	(F) listen to and derive meaning from a variety of media such as audio tope, video, DVD, and CD ROM to build and reinforce concept and language attainment	(i) listen to and derive meaning from a variety of media to build and renforce concept statements	NA NA	NA NA	NA.	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
(2) Cross-curricular second language acquisition/tistening. The ELL islems to a variety of speakers including teachers, peers, and or newly acquired language in all content seas. ELLs may be at the beginning-intermediate, advanced, or advanced high stage of English language acquisation in insterning, to note for the ELL to meet gained investigation acquired in the starring, in order for the ELLs to meet gained level outriculum, all instruction delivered in English made being accommodated communicated, sequenced, and scaliforation of the state	(F) listen to and derive meaning from a variety of media such as audo tope, video, DVD, and CD ROM to build and reinforce concept and tanguage attainment	(ii) listen to and derive meaning from a variety of media to build and reinforce language attainment	NA NA	NA NA	NA NA	NA NA	NA NA	NA.
(2) Cook-curricular secure language acquisition (listening. The ELL sizes no survival of proplation is readed in plauditistic speed and selection of an electroric media to gain an increasing level of comprehension of newly acquired language in all content series. ELLs may be a the beginning, intermediate, advanced, or advanced high steps of English language acquisition in listening, in ordice the ELL to meet grant-level acquisition in listening, to ordice the ELL to meet grant-level acquisition in listening, to ordice the ELL to meet grant-level acquisition in a second ordice of the electron of the electron ordical second ordical communications, acquisition of the electron ordical second	(G) undestand the general meaning, main points, and important decade of spoken language ranging from situations in which topics, language, and contents are familiar to urbanitize.	(i) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar	NA.	NA NA	NA NA	NA NA	NA .	NA.
(2) Coop-curricular secure language acquisition (listening. The ELL listening to supplied of peakabetts, region, and or electroric media to gain an increasing liveril of comprehension of enely acquired language in all content senses. ELLs may be a the beginning, intermediate, advanced, or advanced high steps of English language acquisation in listening, in ordice for the ELL to meet gain-level acquisation in listening to most love the ELL to see supplied acquired and acquired to the electronic senses of the supplied curriculum, all instruction delivered in English must be Inguistically accommodated communication, sequenced, and scalifolia- commensurate with the students level of English language preficiency. The student's expected to:	(G) undestand the general meaning, main points, and important decide of spoken language ranging from situations in which topics, language, and corrects are familiar to urdanitizer	(ii) understand the general meaning of spoken language ranging from situations in which language [ie] are familiar to unfamiliar	NA .	NA NA	NA NA	NA NA	NA NA	NA .
(2) Cross-curricular second language acquisition/tistening. The ELL islams to a variety of speakers including lauders, peers, and newly acquired language and context exact. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in islaming, lor edit for the ELL to meet gained level acquired in this instruction. It is the exact the exact of the exact the exact of th	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, tanguage, and contexts are familiar to unfamiliar.	(iii) understand the general meaning of spoken language ranging from siluations in which contests are familiar to unfamiliar	NA NA	NA NA	NA NA	NA NA	NA .	NA .
(2) Cross-curricular second language acquisition/tistening. The ELL islams to a variety of speakers including teachers, peers, and related to the second	(G) undestand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are farmiliar to unfamiliar.	(h) understand the main points of goken language ranging from situations in which topics are familiar to unfamiliar	NA NA	NA NA	NA NA	NA NA	NA NA	NA .
(2) Cross-curricular second language acquisition/tistening. The ELL islens to a valley of speakers including teachers, peers, and or newly acquired language and content seas. ELLs any be at the beginning, intermediate, advanced, or advanced high stage of English language in all content reads. ELLs any be at the beginning, intermediate, advanced, or advanced high stage of English language acquisation in lastening, in order for the ELL to meet gained level learning a speciation content of the ellipse of the el	(G) undestand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are farmitian to unfamiliar.	(v) understand the main points of spoken language ranging from situations in which language [s] are landfar to unfamiliar	NA NA	NA NA	NA NA	NA NA	NA NA	NA .
(2) Cross-curricular second tanguage acquisition/tistening. The ELL islams to a variety of speakers including bandwise, peers, and no renely acquired transparent section of the second seco	(G) undestand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are farmities to unfamiliar.	(vi) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA NA	NA NA	NA NA	NA NA	NA NA	NA .
(2) Cross-curricular second tanguage acquisition/tistening. The ELL islams to a variety of speakers including teachers, peers, and no freely acquired to the property of the property of the property acquired impages in all content reads. 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 gained level acquirition in listening, in order for the ELLs to meet gained level curriculars, all instruction delivered in English made being accommodated communicated, sequenced, and scaliforation of the communication of the english language proficency. The students is expected for.	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are farmitian to unfamiliar.	(vii) understand the important details of spoten language ranging from situations in which topics are familiar to unfamiliar	NA NA	NA NA	NA NA	NA NA	NA NA	NA NA
(2) Cross-curricular second language acquisistion/listening. The ELL issens to a variety of speakers including leachers, peers, and electroric metals 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 thip steps of English language acquired language in the content of the ELLs to meet grade-level accurriculum, all instruction delivered in English mate language accurriculum, all instruction delivered in English mate language accurriculum, all instruction delivered in English mate language profice commensurate with the student's level of English language proficiency. The student is expected to:	(C) understand the general meeting, main points, and important details of spoken language ranging from allustrons in which topics, language, and contents are familiar to understar	(viii) understand the important details of spoken language ranging from situations in which language [e] are familiar to unfamiliar	NA NA	NA NA	NA NA	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
(2) Cross-curricular second language acquisition/listening. The ELL islates to a variety of speakers including teachers, peers, and considered to the consideration of the consid	(G) understand the general meaning, main points, and important details of spoken larguage ranging from situations in which topics, larguage, and contents are familiar to understailur.	(in) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA .	NA NA	NA	NA	NA
(2) Cross-curricate secured language acquisition (stering. The ELL seaters) over uniquely of papea in an electronic media of paint and electronic media to gain an increasing level of comprehension of newly acquired language in all content enteres. ELLs may be a the beginning, intermediate, advanced, or advanced high steps of English language acquisation in listening, in order for the ELL to meet gland-level acquisation in listening, in order for the ELL to short place in the curricular, all instruction delivered in English must be linguistically accommodated communicated, sequenced, and scalification communicated sequenced, and scalification communicated sequenced, and scalification communicated sequenced and scaling proficiency. The subsert is expected to:	(H) understand implicit ideas and information in increasingly complex spicken 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 NA	MA	NA
(2) Cross-curricular second language acquisition/listening. The ELL issues is a variety of speakers including leadness, peers, and serving second in the second	(H) understand implicit ideas and information in increasingly complex spicken 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	MA	NA
(2) Cross-curricular second language acquisition/listening. The ELL islaters to a variety of speakers including teachers, peers, and configurations are supported to the property acquired language in all content answers. ELLs may be a the beginning, intermediate, advanced, or advanced high stage of English language acquisation in listening, in order for the ELL to need grade-leved acquisation in listening, in order for the ELL to need speaker and configuration of the expension of the stage of th	(f) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summatizing spoken measigns, responding to superiors and requests or and requests and requests and summatizing spoken measigns, responding to superiors and organization of the summatizing spoken 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 (ii) the content of the content o	NA .	NA .	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/tistening. The ELL islates to a variety of speakers including teachers, peers, and consists of the consists of the property of the consistency in control right stop of English language acqualation in listening, in order for the ELL to need paralleleved acqualation in listening, in order for the ELL to see dependent out including, all instruction delivered in English mast be linguistically accommodated communicated, seguranced, and scalification of the consistency of the	(f) demonstrate listening comprehension of increasingly complex spoken English by following directors, retelling or summatizing spicken messigns, responding to suseriors and requests or and requests and request of the spice of	(ii) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarting spoken messages commensurate with content and grade-level needs	NA .	NA NA	NA NA	NA NA	NA	NA
(2) Cross-curricular second language acquisition/latening. The ELL interes to a variety of speakers including bandware, peers, and one of the control of	(f) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to pussers and requests, collaborating with peets, and taking notes commensurate with content and gradie-freed media.	(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	9781682407578 9781531149321	24	#2c	ELL Resource, page 24
				Student/Teacher	9781682407578 9781531149321	35	#3c	ELL Resource, page 35
				Student/Teacher	9781531149321 9781582407578 9781531149321	44	#2	ELL Resource, page 44
				Student/Teacher	5/01331149321			
				Teacher Only Teacher Only				
				Teacher Only Teacher Only				
(2) Cress-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electroric 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 need grade-level curriculum, all instruction delivered in English mature limitation delivered in English mature limitations of commonitation of English mature limitations of commonitations of English mature limitations of commonitations with the student's level of English language proficiency. The student is expected to:	(f) 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 laking 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-feed needs	T: K-12	Student/Teacher Student/Teacher				
				Student/Teacher				
				Student/Teacher	9781682407578			5110000000
				Teacher Only Teacher Only	9781531149321 9781682407578	8	paragraph below bullet points #3c	ELL Resource, page 8
				Teacher Only Teacher Only	9781531149321	03	was	ELL Resource, page 69
				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 (7		
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and resistent so a variety of speakers including teachers, peers, and peers of the speakers including the ELL to meet gange language that the speakers including the speak	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to suspensor and requests on an organization of the spoken and practices, and taking notes commensurate with content and grade-level needs.	 (v) demonstrate listering comprehension of increasingly complex spoken English by taking notes commensurate with content and grade- level needs 	T: K-12 \$: 8-12	Student/Teacher	9781682407578 9781531149321	25	£25	ELL Resource, page 25
				Student/Teacher	9781682407578 9781531149321	37	#3b	ELL Resource, page 37
				Student/Teacher	9781682407578 9781531149321	46	#2	ELL Resource, page 46
				Student/Teacher Teacher Only				
				Teacher Only Teacher Only				
				Teacher Only				
(3) Cross-curricular second inspages experient/sepasing. The ELL speaks in a variety of modes for a visiting of purposes with an awareness of different language registers (formalinformal) using vocabulary with orreasing fluency and accuracy in language and and all cortent areas. ELL any be at the beginning, intermediate, and all cortent areas. ELL any be at the beginning, intermediate, and all cortent areas. ELL any be at the beginning, intermediate, appealing, in order for the ELL brane grade-level featuring expectations across the foundation and enrichment curriculum, all instruction delevel in English male be rigualisedly accommodated and expected on the control of the expectations are supported by 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 gainet letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	(i) practice producing sounds of neetly acquired vicabulary to produce English words in a manner that is increasingly comprehensible	NA NA	NA	NA NA	NA NA	NA NA	NA NA
(3) Cross-certicular second language exposition/speaking. The ELL speaks in a variety of unclose for a variety of purposes with an awareness of different language registers (formalirformal) using vocabulary with noreasing fluency of accuracy in language and and advanced, or advanced high stage of English language acquisition in speakings in order for the ELL to meet grade-level learning an expositions across the foundation and exist/ment curriculum, all of communications, despreading of communications developed to the student seek of the students with the student's level of English language proficiency. The student is expected to:	(B) reported and internation stated English vector-badary by learning and using high frequency English works are supported by the sense of describing people, places, and objects, by refetting aimple stories and basic information represented or supported by pricaries and by learning and using routine tanguage 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 dejects	NA	NA NA	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with nereasing sheers of accuracy in language sets and advanced, or advanced high stage of English ingrauge acquisition in speaking, in order for the ELL to meet grade-level kearing expectations across the foundation and enrichment curriculum, all instruction devices in English and be linguistically accommodated instruction devices in English and be linguistically accommodated in the control of the english of the properties of the english and the properties of the english language proficiency. The student is expected to:	(B) sopared and internations initial English vecabulary by learning and using high frequency English worth encourage for Jesterifying and describing people, places, and objects, by retelling aimple stories and basis information represented or supported by pictures and by learning and using routine language needed for classroom communication.	(ii) expand and internatize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	T: K-12 S: 8-12	Student/Teacher	9781682407578 9781531149321	16	62	ILL Resource, page 16
				Student/Teacher	9781682407578 9781531149321	27	#1b	ELL Resource, page 27
				Student/Teacher	9781682407578 9781531149321	40	#1	ELL Resource, page 40
				Student/Teacher Teacher Only				
				Teacher Only				
				Teacher Only Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of undose for variety of purposes with an awareness of different language registers (formaliricormal) using vocabulary with nereasing fluency and accuracy in language arts and advanced, or advanced high stage of English linguage acquisition in speaking, in order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction detween its registin state is inquistically accommodated and according to the control of the stage of the registical sequenced language proficiency. The student is expected to:	(B) spaced and internation initial English vector-latery by learning and using high frequency English words necessary for identifying and describting people, places, and objects, by refetting aimple stories and basis information represented or sported 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: 8-12	Student/Teacher	9781682407578 9781531149321	16	rs.	ELL Besource, page 16
				Student/Teacher	9781682407578 9781531149321	28	#2c	ELL Resource, page 28
				Student/Teacher	9781682407578 9781531149321	40	#3	ELL Resource, page 40
				Student/Teacher				
				Teacher Only Teacher Only Teacher Only				
				Teacher Only Teacher Only				
(3) Cross-curricular second tanguage acquisitorin/peaking. The ELL speaks in a variety of undoes for a vitiety of purposes with an awareness of afferent language registers (formalinformal) using a consideration of the production of the control of the production of all content areas. ELL may be at the hoppining, thermolates and all content areas. ELL may be at the hoppining, thermolates and all content areas. ELL may be at the hoppining interpolates and acquisition areas that the hoppining interpolates and acquisition areas and acquisition areas and acquisition areas and acquisition and entirelyment curriculum, all oppining the production across the foundation and entirelyment curriculum, and communicates a sequenced, and confidence (communicates with the studied is sequenced, and confidency). 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	NA NA	NA NA
(3) Cross-curricular second language acquisition/speaking. The ELL speake in a variety of modes for a variety of upposes with an expensive process of the control of the process of the control of the co	(C) speak using a variety of grammatical structures, sentence lengths, sentence lypes, and conventing words with increasing accuracy and easte 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	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
knowledge and Skills Statement	Student Expectation	a curous	Required Grade Level	Rem Type	Component ISBN	rage (s)	Description of the specific location	nyperiink to the location for electronic programs
(3) Cross-curvicular record tempuage expaintion/speaking. The ELL speaks in a saving of pumpless with 8 in swareness of different language registers (formalirformal) using vocabulary with necessity flavory and accuracy in ingraige arts and all content areas. ELLs may be at the beginning, intermediate, content areas. ELLs may be at the beginning, intermediate, and all content areas. ELLs may be at the beginning, intermediate, and all content areas. ELLs may be at the beginning, intermediate, and speaking, in order for the ELL benefit particularly and instruction delevered in English man be injustication, decreased in English man be injustication, decreased in English man be injustication, decimendated (communicated, sequenced, and scalifolded) commenturate with the commentum of the production of the commentum of the production of the commentum of the production of the commentum								
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	(C) speak using a variety of grammatical structures, sentence lengths,	(iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	NA NA	NA NA	NA NA	NA NA	NA NA	NA NA
speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all	(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	and ease as more English is acquired	NA.	NA.	NA.	NA.	1474	INA
instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the								
student's level of English language proficiency. The student is expected to:								
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an								
speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using								
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	(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		18	#2	ELL Resource, page 18
expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated								
(communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected in:					9781682407578			
expected to:					9781531149321 9781682407578			
				Student/Teacher	9781531149321 9781682407578	29	#2a	ELL Resource, page 29
				Student/Teacher	9781682407578 9781531149321	42	#1c	ELL Resource, page 42
				Student/Teacher 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								
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	(D) speak using grade-level content area vocabulary in context to	(i) speak using grade-level content area vocabulary in context to	T: K-12	Student/Teacher		20	#1b	51.000000000000000000000000000000000000
expectations across the foundation and enrichment curriculum, all	internalize new English words and build academic language proficiency	 (i) speak using grade-level content area vocabulary in context to internalize new English words 	S: 6-12	Student/Teacher		20	wib	ELL Resource, page 20
instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the								
student's level of English language proficiency. The student is expected to:					9781682407578 9781531149321			
				Student/Teacher	9781682407578 9781531149321	33	#1d	ELL Resource, page 33
				Student/Teacher	9781682407578	44	#1	ELL Resource, page 44
				Student/Teacher	9781531149321	44	#1	ELL RESOURCE, page 44
				Teacher Only Teacher Only				
				reduction only				
				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The FLI				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								
	(C) exactly thing and a local popular group parch (facility operator)							
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	(D) speak using grade-level content area vocabulary in content to internatize new English words and build academic language	(ii) speak using grade-level content area vocabulary in content to build asademic language proficiency	T: K-12 S: 8-12			22	#2c	ELL Resource, page 22
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	(D) speak using grade-level content area vocabulary in content to internatize new English words and build academic language proficiency	(ii) speak using grade-level content area vocabulary in content to build academic language proficiency		Teacher Only		22	#2c	ELL Resource, page 22
awareness of different language registers (formalirformal) using vocabulary with noreasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of Figish language acquisition in speaking, in order for the ELL to meet grade-freel learning and prediction according to the production of the production of the production according to the production of the production of the production according to the production of the production of the production of the production of the communication, sequenced, and scalified on commensurate with the student's level of finelish incusses or ordingency. The subdent is student's level of finelish incusses or ordingency. The subdent is student is the production of the production of the production of the student's level of finelish incusses or ordingency. The subdent is student is set to the production of the production of the student's level of finelish incusses or ordingency. The subdent is student is set to the production of the production of the student is set to the production of the production of the student is set to the student is set to the production of the student is set to the student is set to student is set to stud	internalize new English words and build academic language	(6) speak using grade-level content area vocabulary in content to build academic language proficiency		Teacher Only	9781682407578	22	#2c	ELL Broourse, page 22
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	internalize new English words and build academic language	(ii) speak using grade-level content area vocabulary in content to build academic language prolitiency		Teacher Only Student/Teacher	9781531149321			
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awareness of different language registers (formalirformal) using vocabulary with noreasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of Figish language acquisition in speaking, in order for the ELL to meet grade-freel learning and prediction according to the production of the production of the production according to the production of the production of the production according to the production of the production of the production of the production of the communication, sequenced, and scalified on commensurate with the student's level of finelish incusses or ordingency. The subdent is student's level of finelish incusses or ordingency. The subdent is student is the production of the production of the production of the student's level of finelish incusses or ordingency. The subdent is student is set to the production of the production of the student's level of finelish incusses or ordingency. The subdent is student is set to the production of the production of the student is set to the production of the production of the student is set to the student is set to the production of the student is set to the student is set to student is set to stud	internalize new English words and build academic language	(ii) speak using grade-level content area vocabulary in content to build academic language profidency		Teacher Only Student/Teacher Student/Teacher Student/Teacher	9781531149321 9781682407578			
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awareness of different language registers (formalinformal) using vacabulary with meeting lawn and accuracy in language and and advanced, or advanced high stage of English ingrugue acquisition in speakings, in other for the ELL to meet grade-level learning all restrictions and the English and the English and the Ingrugue acquisition in speakings, in other for the ELL to meet grade-level learning all restrictions desired the English and soft effective commonities of communicated, sequenced, and soft effectively commenced with the students sever of English language proficiency. The student is expected to: (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an expected to: (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an expectation sea. ELL any be a the beginning, termoral and all content areas. ELL any be a the beginning in language acquisition in expectations can see the curriculum and enformetric curriculum and in restruction delivered in English must be inguistically accommodated (communicated, sequenced, and solid ded) commencements with the expectation can see the curriculum and enformetric curriculum all instruction delivered in English must be inguistically accommodated (communicated, sequenced, and seaffleded) commencements with the expectation can be considered and enformetric curriculum, all instruction delivered in English must be inguistically accommodated of English inagence profices yet in a sequence of the profision from the beginning interestication, on speaking, in order for the ELL to meet grade-level learning expectations accommendated of English inagence profisions). The beginning interestication of English must be inquisitionally accommendated of English inagence profisions of the late in English control to the legacine profision of the late in English must be inquisitionaly accommendated of English inagence of English inagence of Englis	internative new English words and build academic language proficiency (E) ahave information in cooperative learning interactions (E) ahave information in cooperative learning interactions (F) ask and give information ranging from using a very limited bank of high Requency, high-need, concrete vocabulary, including key words associal context, busing settlems or context-based words and extensive successions.	academic language profidency (i) share information in cooperative learning interactions (ii) share information in cooperative learning interactions (ii) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and contents, to including the years and in a content of the contents of the c	S.6-12 T.K-12 S.6-12	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only	978153149221 978153149221 978153149221 978153149221 9781531149221 9781531149221 9781531149221 978153149221 978153149221 978153149221 978153149221	36 46 46 24 37 48	63a 82 82 62a 63c 83	ELL Persource, page 35 ELL Persource, page 46 ELL Persource, page 24 ELL Persource, page 37 ELL Persource, page 48
awareness of different language registers (formalinformal) using vacabulary with FELBard lawer of accounty in languages and vacabulary with FELBard lawer of accounty in language acquisition in speaking, in order for the ELL to meet grade-level learning all instruction delivered in English mast be inquisitatively accommodated (communicated, sequenced, and scalidade) commenzate with the students lawer of English language proficiency. The student is expected to: (3) Cross-curricular second language acquisition/speaking, The ELL speaks in a soriety of modes for a variety of purposes with an expected to: (3) Cross-curricular second language acquisition/speaking, The ELL speaks in a soriety of modes for a variety of purposes with an expected to: (3) Cross-curricular second language acquisition/speaking, The ELL speaks in a voriety of modes for a variety of purposes with an expected variety of modes for a variety of purposes with an expected variety of modes for a variety of purposes with an expected variety of modes for a variety of purposes with an expected variety of modes for a variety of purposes with an expected variety of modes for a variety of purpose with an expected variety of purposes with an expected variety of modes for a variety of purpose with an an expected variety of modes for a variety of purpose with an expected variety of modes for a variety of purpose with an expected variety of purposes with an awareness of different language apropsition graphs for formal purposes with an awareness of different language apropsists formalineral variety of modes for a variety of purposes with an awareness of different language apropsists formalineral variety of modes for a variety of purposes with an awareness of different language apropsists formalineral variety of modes for a variety of purpose with an awareness of different language apropsists formalineral variety of modes for a variety of purpose with an awareness of different language apropsis formalineral variety of modes for a variety of purposes with an	internative new English words and build academic language proficiency (E) ahave information in cooperative learning interactions (E) ahave information in cooperative learning interactions (F) ask and give information ranging from using a very limited bank of high Requency, high-need, concrete vocabulary, including key words associal context, busing settlems or context-based words and extensive successions.	academic language profidency (i) share information in cooperative learning interactions (ii) share information in cooperative learning interactions (ii) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and contents, to including the years and in a content of the contents of the c	S.6-12 T.K-12 S.6-12	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Student/Teacher	9781632149321 9781682407578 9781682407578 9781682407578 9781682407578 9781682407578 9781682407578 9781682407578 9781682407578	35 46 46 24 37 48	#3a #2 #2a #3c #3 #3b	EL Resource, page 35 EL Resource, page 46 EL Resource, page 24 EL Resource, page 37 EL Resource, page 48
awareness of different language registers ((trambifrormal) using vocabulary with resempting heary and excusive) in language and set do advanced, or advanced high late of English language acquisition in pseudosis, not of the ELL to meet gade level learning sequenced or advanced right language acquisition in sequenced and advanced, or advanced high late of English language acquisition in sequenced and accordance of the excusive	internative new English words and build academic language proficiency (E) ahave information in cooperative learning interactions (E) ahave information in cooperative learning interactions (F) ask and give information ranging from using a very limited bank of high Requency, high-need, concrete vocabulary, including key words associal context, busing settlems or context-based words and extensive successions.	academic language profidency (i) share information in cooperative learning interactions (ii) share information in cooperative learning interactions (ii) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and contents, to including the years and in a content of the contents of the c	S.6-12 T.K-12 S.6-12	Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only	9781632407578 9781632407578 9781632407578 9781632407578 9781632407578 9781632407578 9781632407578 9781632407578 9781632407578 9781632407578 9781632407578	36 46 46 24 37 48	63a 82 82 62a 63c 83	ELL Persource, page 35 ELL Persource, page 45 ELL Persource, page 24 ELL Persource, page 37 ELL Persource, page 46

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	9781682407578 9781531149321	49	#2b	ELL Resource, page 49
				Student/Teacher Teacher Only				
				Teacher Only				
				Teacher Only Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of motes for a variety of spuppose with an examination of the control of the speaks in a variety of speak of the control of the c	(F) sels and give information ranging from using a very limited bank of high-frequency, high-react, concrete vocabulary, including sey words and expressions needed for basic communication in accelerate 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 revealed for basic communication in academic and social contests, to using abstract and content-based vocabulary during extended speaking assignments	T: K-12 S: 6-12	Student/Teacher	9781682407578	25	stb	SLL Resource, page 25
				Student/Teacher	9781531149321 9781682407578	38	#1b	
					9781531149321		· ·	ELL Resource, page 38
				Student/Teacher	9781682407578 9781531149321	49	#2b	ELL Resource, page 49
				Student/Teacher				
				Teacher Only Teacher Only				
				Teacher Only				
				Teacher Only				
(3) Cross-curricular second language acquisiton/speaking. The ELL speaks in a variety of undops for a variety of purposes with an awareness of different language registers (formaliformal) using vocabulary with moreasing fluency and accuracy in language arts and all content areas. ELL may be at the beginning, intermediate, content areas. ELL may be at the beginning, intermediate, and all content areas. ELL may be at the beginning, intermediate, on the properties of the content of the properties of the p	(G) express opinions, ideas, and feelings ranging from communicating single words and short phases to participating in sciencidal single words on a variety of social and grade-appropriate academic topics.	 express opinions ranging from communicating single words and stron phrases to participating in edended discussions on a variety of social and grade-appropriate academic topics 	T: K-12	Student/Teacher Student/Teacher				
				Student/Teacher				
				Student/Teacher	9781682407578	_		
				Teacher Only	9781531149321	8	paragraph below bullet points	ELL Resource, page 8
				Teacher Only	9781531149321 9781682407578 9781531149321	68	Chapter 2, #2	ELL Resource, page 68
				Teacher Only Teacher Only				
(3) Cross-curricater second language acquisition/speaking. The ELL speake in a variety of improfess of variety of purposes with an awareness of different language registers (formalirformal) using vocabulary with moreasing fluency of accuracy in language and and variety of accuracy in language and and advanced, or advanced high stage of English ingrupage acquisition in speaking, in order for the ELL in most grade-level serior grade-level serior grade processors across the foundation and enrichment curriculum, all internation delevels in English small be inquisitatively accommodated and control of the english in the inquisitative processors with the stage of the processors of the stage of the stage of the processors of the stage of the	(C) 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 Student/Teacher				
				Teacher Only	9781682407578	8	paragraph below bullet points	ELL Resource, page 8
				Teacher Only	9781531149321 9781682407578	68	Chapter 2. #2	ELL Resource, page 68
				Teacher Only	9781531149321			ASS TRANSPORTS OF PROPERTY OF THE PROPERTY OF
(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 (formalinformal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be a the beginning, intermediate, advanced, or advanced high stage of English integrage acquisition in expectations across the functional and enrichment or circulars, all instruction delivered in English must be inquisitionally accommodated (communicated, sequenced, and scaldded) commenzate 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 prisases 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 .	Teacher Only NA	NA NA	NA.	NA NA	NA NA
(3) Crose-curricate record language exqualioring-policing. The ELL speaks in a variety of motion for a visiting of guippels with an an awareness of different language registers (formalirformal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELL may be at the bugging, alternation and accuracy in language arts and all content areas. ELL may be at the bugging, alternations appealing in order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all of communications, experienced, and confidency communications are desired to the content of the expectations across the foundation and enrichment curriculum, all the students is expected for a speaked for the confidency. The student is expected for the content of the confidency. The student is expected for the content of the con	(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 NA	NA
(3) Cross-curricular excord language acqualisation/speaking. The ELL speaks in a survively of undex for a variety of purposes with an awareness of different language registers (formal/informal) using vaculatury with inversiting fluency and accuracy in language and and advanced, or advanced high stage of English ingruage acquasition in speaking, in order for the ELL to meet gradule-red learning, all restauction delivered in English must be inspatiationly accommodated (communicated), sequenced, and scaldded) commerculate with the student's level of English Insignage proficiency. The student is expected for.	(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.	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
(3) Cross-curricater second integraps acquainterinspeaking. The ELL speaks in a variety of promptee in earliery of motione for a variety of promptees in an awareness of different integraps registers (formalinformal) using vocabulary with moreasing fluency and accuracy in language and and advanced, or advanced high stage of English linguage acquisition in speaking, in order for the ELL onest grade-level learning all expectations across the foundation and enrichment curriculum, all occurrimations, across the foundation and enrichment curriculum, all communications, expected care. Careful degraph of the communication expected care consistency of the state of the communication expected care.	(19) 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: 8-12	Studenl/Teacher	9781682407578 9781531149321	26	62a	ELL Resource, page 26
				Student/Teacher	9781682407578 9781531149321	39	#4a	ELL Resource, page 39
				Student/Teacher	9781682407578 9781531149321	51	#1a	ELL Resource, page 51
				Student/Teacher	3701331143311			
				Teacher Only Teacher Only				
(3) Cross-curricular second larguage acquisition/spealing. The ELL content of the	(f) adapt spicken language appropriately for formal and informal purposes	(i) adapt spoken language appropriately for formal purposes	NA	Teacher Celv Teacher Celv NA	NA .	NA .	NA NA	NA.
(3) Cross-curricular second language acquisitorispealing. The ELL speaks in a variety of dumpose a variety of dumpose with an awareness of different issuing uage registers (formaliformal) using vocabulagy with increasing lavers of accuracy in language and sand advanced, or advanced high stage of English language acquisition in speaking, in crude for the ELL to meet grade-level learning any expectations across the foundation and enrichment curriculum, gard expectations across the foundation and enrichment curriculum.	(i) adapt spoken language appropriately for formal and informal purposes	(ii) adapt spoken language appropriately for informal purposes	NA .	NA	NA NA	NA	MA	NA .
(3) Cross-curricate second ingrappe acquisitorispeaking. The EL speake in a variety of prospose a variety of prospose and a variety of speakes are an event poly of prospose and a variety of speakes (and a course) in larguage registers (granularisormal) using vocabulary with noncesing theory and accuracy in larguage and and all content sease. ELLs may be at the beginning, intermediate, speaking, in confer of the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction deviwered in English male be inguisticating commodated and instruction deviwered in English male be inguisticating accommodated sease of the prospection of the english and the prospection of the english in the prospection of the english larguage proficiency. The student is expected for:	(J) respond onally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.	(i) respond onally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept obtainment	NA NA	NA NA	NA NA	NA	NA NA	NA.
(i) Cross-curricular second insyauge acquisitoringeaking. The ELL speaks in a variety of undepose a variety of purposes with an awareness of different insquage registers (formatinormal) using vocabulary with increasing fluency and accuracy in larguage and sard vocabulary with increasing fluency and accuracy in larguage and sard saftwared, or advanced high stage of English linguage acquisition in speaking, in order for the ELL owner grade-level learning expectations across the foundation and enrichment curriculum, all instruction device with in English that the inguisitional governmentations across the foundation and enrichment curriculum, all instruction device with in English that the inguisitional governmentations across the foundation and enrichment curriculum, all instructions device with in English surpose and the secondation of the	(1) respond onally to information presented in a wide variety of print, electronic, audic, and visual media to build and reinforce concept and language attainment	(ii) 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	NA .
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of compenhencism in all context rease. ELLs may be all freglish level of compenhencism in all context rease. ELLs may be all freglish level desiring intermediate, advanced, or advanced high stage of English level learning operations across be foundation and enrichment curriculum, all instruction delivered in English mast be Inguistically accommodated communicated, expounced, and scaliforty of commensurate with the subderfs level of English language proficers of the subderfs and placed in claim of these studert expectations with the expectation of the subderfs and placed in claim of these studert expectations will be added to the student of decoding written text. The student is expected to:	(A) team 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 cognities, affixes, roots and base words	(i) feam 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 test for a variety of purposes with an increasing level of comprehension in all content rease. ELLs may be at the beginning, intermediate, softwared, or advanced high stage of English level for any operations are not be foundation and enrichment curriculum, all instruction delivered in English must be Inquisitionally accommodated communicated, expounced, and scaliforally commensurate with the student's level of English language profilerable. For language profilerable communication, and these student expectations with the content of the student expectations and part of the content of the student expectations and part of the content of the student of the student of the student is supported to written text. The student is expected to:	(A) team relationships between sounds and letters of the English language and decode (cound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	(ii) decode (sound out) words using a combination of skills	NA	NA NA	NA NA	NA .	NA .	NA.
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of test for a variety of purposes with an increasing level of comprehension in all content rease. ELLs may be at the beginning, intermediate, softwared, or advanced high stage of English level Scanging expectations cares be foundation and enrichment curriculum, all instruction delivered in English must be finguistically accommodated communicated, sequenced, and scaliforal communication expensed and scaliforal communications. For expensed and scaliforal communications and these student expectations can be added to the scaling of the scaling of decorations and processing of the scaling of decoration written test. The student is expected to by all the stage of decorating written test. The student is expected to:	(B) recognize directionality of English reading such as left to right and top to bottom	(i) recognize directionality of English reading	NA	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
				**				
(4) Cross-curricular second language acquisition/reading. The FLI								
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing								
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	(C) develop basic sight vocabulary, derive meaning of environmental							
level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically	print, and comprehend English vocabulary and language structures	 develop basic sight vocabulary used routinely in written classroom materials 	T: K-12 S: 6-12	Student/Teacher		17	#7	ELL Resource, page 17
accommodated (communicated, sequenced, and scaffolded)	used routinely in written classroom materials	materials	3.0-12					
accommodated (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 decorfing								
written text. The student is expected to:					9781682407578 9781531149321			
				Student/Teacher	9781682407578			
				Student/Teacher	9781531149321	30	#4	ELL Resource, page 30
				Student/Teacher	9781682407578 9781531149321	44	#3	ELL Resource, page 44
				Student/Teacher	9/81531149321			
				Teacher Only				
				Teacher Only				
				Teacher Only Teacher Only				
				reacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing								
beginning, intermediate, advanced, or advanced high stage of English								
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	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures		T: K-12 S: 6-12	Student/Teacher	1	17	#4	
	print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(ii) derive meaning of environmental print	S: 6-12	Student/Teacher	1	17	pro-	ELL Resource, page 17
accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations					1			
For kindergarten and grade 1, certain of these student expectations					1			
apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:					9781682407578			
The state of the s					9781531149321			
				Student/Teacher	9781682407578	30	#3	ELL Resource, page 30
					9781531149321 9781682407578			
				Student/Teacher	9781531149321	44	#4	ELL Resource, page 44
				Student/Teacher				
				Teacher Only Teacher Only				
				Teacher Only				
				Teacher Only				
(A Construction of the Con								
(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								
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-								
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	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures	 (iii) comprehend English vocabulary used routinely in written classroom materials 	T: K-12 S: 6-12	Student/Teacher		19	#3b	ELL Resource, page 19
	used routinely in written classroom materials	classroom materials	S: 6-12			***		The meaning page 12
commensurate with the student's level of English language proficiency.								
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					1			
written text. The student is expected to:					9781682407578			
					9781531149321 9781682407578			
				Student/Teacher	9781531149321	33	#2	ELL Resource, page 33
				Student/Teacher	9781682407578	46	#3	ELL Resource, page 46
				Student/Teacher	9781531149321			
				Teacher Only				
				Teacher Only				
				Teacher Only Teacher Only				
				reacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL					1			
(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					1			
					1			
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	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	 (iv) comprehend English language structures used routinely in written dassroom materials 	T: K-12	Dec. 1 - 1	1	40	2-	F1 0
curriculum, all instruction delivered in English must be linguistically	print, and comprehend English vocabulary and language structures used routinely in written classroom materials	classroom materials	S: 6-12	Student/Teacher	1	18	3a	ELL Resource, page 18
	•				1			
accommonate ucommonates, sequences, and scannows 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:					1			
written text. The student is expected to:					9781682407578			
					9781531149321			
				Student/Teacher	9781682407578 9781531149321	33	#2	ELL Resource, page 33
				Student/Teacher	9781682407578	46	#3	ELL Resource, page 46
					9781531149321	40	2	ECC Nesource, page 40
				Student/Teacher Teacher Only				
				Teacher Only				
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The FI I					1			
reads a variety of texts for a variety of purposes with an increasing					1			
(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 rease. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English					1			
	(D) use prereading supports such as graphic organizers, illustrations,		T: K-12		1			
curriculum, all instruction delivered in English must be linguistically	(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	(i) use prereading supports to enhance comprehension of written text	S: 6-12	Student/Teacher	1	34	#1a	ELL Resource, page 34
	to emanac confiprenciation of whiteh text				1			
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:					1			
apply to text read aloud for students not yet at the stage of decoding					9781682407578			
					9781531149321			
written text. The student is expected to:					0704503407570			
written text. The student is expected to:				Student/Teacher	9781682407578	47	#1	ELL Resource, page 47
written text. The student is expected to:					9781531149321	47	#1	ELL Resource, page 47
written sex. The student is expected to:				Student/Teacher Student/Teacher	9781531149321	47	#1	ELL Resource, page 47
written text. The student is expected to:				Student/Teacher Student/Teacher Teacher Only	9781531149321	47	e1	ELL Resource, page 47
written tast. The student is expected by				Student/Teacher Student/Teacher Teacher Only Teacher Only	9781531149321	47	at	ELI Resource, page 47
written text. I've student is expected to:				Student/Teacher Student/Teacher Teacher Only	9781531149321 9781531149321	47	as as	EL Resource, page 47

Knowledge and Skills Statement (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of less fit or a variety of purposes with an increasing level of comprehension in all content lesses. ELLs may be with an increasing level of comprehension in all content lesses. ELLs may be reflet to be beginning, intermediate, submoced, or advanced high stage of English level described appositions across the foundation and excitomeral curriculum, all instruction delivered in English must be linguistically accommodated (communicated, seprenced, and scalifold-discission). For kindengarine and grade 1, contain of these student expectations apply to set and adult of scheders not yet at the stage of decoding written text. The student is expected to:	Student Expectation (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is teamed	Breakout (i) read linguistically accommodated content area material with a december greed for linguistic accommodations as more English is learned	Required Grade Level T: K-12	Item Type Student/Teacher	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
reinds a variety of tests for a variety of purposes with an increasing level of comprehension in all content reases. LLLs may be a display level of comprehension in all content reases. LLLs may be a display the beginning, intermediate, advanced, or advanced fight stage of English level bearing operations across the foundation and entirement curriculum, all instruction delivered in English must be Inguissically accommodated (communicated, seprenced, and scalifolder) commensurate with the subserts level of English language proficiency, commensurate with the subserts level of English language proficiency, apply to less the add adout for subserts only with the size of decoding apply to less read adout for subserts only with the size of decoding apply to less read adout for subserts only with the size of decoding apply to less that all size of size of the coding of the	decreasing need for linguistic accommodations as more English is	decreasing need for linguistic accommodations as more English is	T: K-12	Student/Teacher				
				Student/Teacher				
				Student/Teacher Student/Teacher				
				Teacher Only	9781682407578	14	1st paragraph	ELL Resource, page 14
				Teacher Only	9781531149321 9781682407578	74	#1 last sentence	ELL Resource, page 74
				Teacher Only	9781531149321	74	#1 ldst Settletice	ELC Resource, page 74
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL residua variety of tests for a variety of purposes with an increasing second and a variety of tests for a variety of purposes with an increasing bedging the purpose. The purpose is that the property of the purpose of figure to the purpose of the purpose o	(F) use visual and contential support and support from pieces and teachers to it was globel-springorists contain the last sections and office and the section of the sectio	(i) use visual and contextual support to read grade-appropriate content area text	T: K-12 S: 6-12	Student/Teacher	9781682407578 9781531149321	22	øt .	ELL Besource, page 22
				Student/Teacher	9781682407578 9781531149321	36	#1	ELL Resource, page 36
				Student/Teacher	9781682407578	49	#1a	ELL Resource, page 49
				Student/Teacher	9781531149321	40	W LM	ccc resource, page 45
				Teacher Only				
				Teacher Only Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisitorineating. The ELL reads a variety of test for a variety oppropries with an increasing level of comprehension in all content areas. ELLs may be at the control of test of comprehension in a content areas. ELLs may be at the language acquisition in reading, in whord for the ELL in meet gradelieve learning especiations across the foundation and enrichment curriculum, all instruction delivered in Fright in must be injusted in control and in structured delivered in Fright in must be injusted in control and in the structure of the read of the foundation and enrichment commensurate with the student's level of English language proficiency. For kindingstrum and grade 1, control of these student expectations apply to test read disould to students not yet at the stage of decoding written late. The students is expected to be.	(I) use visual and contested support and support from peers and seafers to a set price specific color and support from peers and confirm understanding, and develop vocabulary, grate of language structures, and designound incondego needed to comprehend increasingly challenging language.	(ii) use visual and contextual support to enhance and confirm understanding	T: K-12 S: 6-12	Student/Teacher	9781682407578 9781531149321	22	at .	ELL Besource, page 22
				Student/Teacher	9781682407578 9781531149321	37	#2c	ELL Resource, page 37
				Student/Teacher	9781682407578	49	#1c	ELL Resource, page 49
				Student/Teacher	9781531149321	49	#IC	ELL Resource, page 49
				Teacher Only				
				Teacher Only				
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of test for a variety of purposes with an increasing level of comprehension in all contest lass. ELL may be a ten glass larguage acquisition in reading, in order for the ELL to meet grade-level learning expectations arose stated, in roder for the ELL to meet grade-level learning expectations arose the foundation and enrichment curriculum, all instruction delivered in English must be Inquisitionally accommodated communicated, sequenced, and scallidade communicated, sequenced, and scallidade communicated sequenced, and scallidade communicated sequenced and scallidade communicated sequenced and scallidade in paging proficiency. The communication is the sequence of the sequenc	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and contimu understanding, and develop vocabulary, grad of language and a support of the purpose of the	(iii) use visual and contentual support to develop vocabulary needed to comprehend increasingly challenging language	T: K-12 S: 6 -12	Studenl/Teacher	9781682407578 9781531149321	22	at .	E1. Resource, page 22
				Student/Teacher	9781682407578 9781531149321	36	#1	ELL Resource, page 36
				Student/Teacher	9781682407578 9781531149321	49	#2a	ELL Resource, page 49
				Student/Teacher	9/81531149321			
				Teacher Only Teacher Only				
				Teacher Only				
(6) Crose-curricular second languages acquisition/reading. The FLL reads a variety of test 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 languages acquisition in reading, in order for the FLLs more gradelievel learning expectations across the foundation and enrichment curriculum, all instruction deliversed in English made be ingradedly continued and intermediate across the foundation in an expectation commensurate with the subserts level of English language proficiency. For kindingstame and grade 1, certain of these student expectations apply to test read alloud for students not yet at the stage of decoding written lett. The student is expected for the	(F) use visual and contental support and support from peers and teachers to read grade-appropriate content sees text, enhance and contimunidestinating, and develop vocabulary, grass of language structures, and badgoround knowledge needed to comprehend increasingly challenging language	(iv) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language	NA .	Teacher Only 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
			·		·			
(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-	(F) use visual and contextual support and support from peers and							
level learning expectations across the foundation and enrichment	teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language	(v) use visual and contextual support to develop background	T: K-12	Student/Teacher		24	#2b	ELL Resource, page 24
curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded)	structures, and background knowledge needed to comprehend increasingly challenging language	knowledge needed to comprehend increasingly challenging language	S: 6-12			=:		
accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency	increasingly challenging language							
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:								
written text. The student is expected to:					9781682407578 9781531149321			
				Student/Teacher	9781682407578	38	#3	ELL Resource, page 38
					9781531149321 9781682407578			
				Student/Teacher	9781531149321	51	#2	ELL Resource, page 51
				Student/Teacher Teacher Only				
				Teacher Only				
				Teacher Only Teacher Only				
				Toucher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing								
beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-	(F) use visual and contextual support and support from peers and							
level learning expectations across the foundation and enrichment	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	(vi) use support from peers and teachers to read grade-appropriate content area text	T: K-12 S: 6-12	Student/Teacher		25	#2a	ELL Resource, page 25
curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded)	structures, and background knowledge needed to comprehend increasingly challenging language	content area text	5: 0-12					
commencerate with the etudent's level of English language proficiency			İ]			
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:			1		9781682407578			
written text. The student is expected to:					9781531149321			
				Student/Teacher	9781682407578 9781531149321	39	#1	ELL Resource, page 39
				Student/Teacher	9/01331145321			
				Student/Teacher Teacher Only				
				Teacher Only				
				Teacher Only Teacher Only				
				Teacher Unity				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing								
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	(F) use visual and contextual support and support from peers and							
level learning expectations across the foundation and enrichment	(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	(vii) use support from peers and teachers to enhance and confirm	T: K-12	Student/Teacher		25	#2a	ELL Resource, page 25
curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency	structures, and background knowledge needed to comprehend increasingly challenging language	understanding	S: 6-12					
commensurate with the student's level of English language proficiency For kindergarten and grade 1, certain of these student expectations	increasingly challenging language							
apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:					9781682407578			
written text. The student is expected to:					9781582407578 9781531149321			
				Student/Teacher	9781682407578 9781531149321	39	#2	ELL Resource, page 39
				Student/Teacher	9/81531149321			
				Student/Teacher				
				Teacher Only Teacher Only				
				Teacher Only				
				Teacher Only				
(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-	(F) use visual and contextual support and support from peers and				1			
level learning expectations across the foundation and enrichment	teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language	(viii) use support from peers and teachers to develop vocabulary	T: K-12	Student/Teacher]	26	#1b	ELL Resource, page 26
	structures, and background knowledge needed to comprehend	needed to comprehend increasingly challenging language	S: 6-12]			
accommodated (communicated, sequenced, and scalfolded) commensurate with the student's level of English language proficiency For kindergarten and grade 1, certain of these student expectations	increasingly challenging language		İ]			
			İ		9781682407578			
written text. The student is expected to:					9781531149321			
				Student/Teacher	9781682407578 9781531149321	41	#4c	ELL Resource, page 41
	1			Student/Teacher	J,013311433£1			<u> </u>
				Student/Teacher Teacher Only				
				Teacher Only Teacher Only				
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing			1		1			
level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English			1		1			
language acquisition in reading. In order for the ELL to meet grade-	(F) use visual and contextual support and support from peers and				1			
level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically	teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language	 (ix) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language 	T: K-12 S: 6-12	Student/Teacher	1	26	#2c	ELL Resource, page 26
accommodated (communicated, sequenced, and scaffolded)	structures, and background knowledge needed to comprehend increasingly challenging language	อะเนนและ needed to comprehend increasingly challenging language	5: 0-12		1			
commensurate with the student's level of English language proficiency For kindergarten and grade 1, certain of these student expectations					1			
apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:			İ		9781682407578			
written text. The student is expected to:	1				9781531149321			
					9781682407578	41	#4c	ELL Resource, page 41
				Student/Teacher	9781531149321	41		
				Student/Teacher	9781531149321	41		
					9781531149321	41	##U	
				Student/Teacher Student/Teacher Teacher Only Teacher Only	9781531149321	41		
				Student/Teacher Student/Teacher Teacher Only	9781531149321	41	****	

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 readed a variety of best for a variety of purposes with an increasing level of comprehension in all coreties mass. ELLs may be at the level of comprehension in all coreties made. ELLs may be at the level some properties of the state of the ellipse of the ellipse socialistic in reading, in order for the ELL to meet gradual language acquisition in reading, in order for the ELL to meet gradual language acquisition in interest in the right in that the finguistically accommodated communicates, sequenced, and scall debody commensurate with the students level of English mass the finguistically accommodated communicates, sequenced, and scall debody commensurate with the students level of English insurange proficerory. For kindergeners and grade 1, cream of these students expectations only to be a made about the subsent only set of the stage of decoding written less. The audient is expected to:	(F) use visual and contentual support and support from peers and teachers to read grade-appropriate content area text, enhance and continu undestanding, and develop vacabulary, grass of language structures, and basignous	(a) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	T: K-12 S: 6-12	Student/Teacher	9781682407578 9781531149321	28	826	ELL Resource, page 28
				Student/Teacher	9781682407578	40	#2	ELL Resource, page 40
				Student/Teacher	9781531149321		**	ELL resource, page 40
				Student/Teacher				
				Teacher Only Teacher Only				
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL readed a variety of tests for a variety of purposes with an increasing level of comprehension in all content asses. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading, in other for the ELL to meet grade-curriculum, all instruction delivered in English must be finguistically accommodated communicates, sequence, and scalladiscolo commensurate with the student's level of English has processed commensurate with the student's level of English purpose proficiency. For kindergeters and grade 1, cristen of these students expectations apply to best read allocal for includents only et all the stage of decoding written less. The students only exit and the stage of decoding written less. The students only exit of the stage of decoding written less. The students is expected to:	(C) 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 NA	NA NA	NA NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content asses. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading, in other for the ELL to mere glade-curricular, all instruction delivered in English matte b finguistically accommodated communicates, sequence, and scallidated) commensurate with the student's level of English matter begrates for kinding the processing apply to test read alloud from the students expectations apply to test read alloud from the students expectations apply to test read alloud from the students expectations.	(C) demonstrate conportension 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	(ii) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	T: K-12 S: 6-12	Student/Teacher	9781682407578 9781531149321	42	#1b	SLL Resource, page 42
				Student/Teacher	9781682407578	42	#1c	ELL Resource, page 42
					9781531149321 9781682407578			
				Student/Teacher	9781531149321	43	#3 4th bullet	ELL Resource, page 43
				Student/Teacher Teacher Only				
				Teacher Only				
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content asses. ELLs may be at the beginning, intermediate, advanced, or advanced they haspe of English language poculation in reading, in other for the ELL to mere grade-curriculum, all instruction delivered in English matte be finguistically accommodated commensurate with the student's level of English language proficiency. For kindergether and grade 1, cristian of these students expectations apply to test read alloud from the students of the exception of the student expectations apply to test read alloud from the students only written test. The students only exit of the stage of decoding written test. The students only exit of the stage of decoding written test. The students is expected to:	(C) demonstrate conprehension of increasingly complex English by participating in shared reading, retailing or summarizing material responding to questions, and taking notes commensurate with content area and grade level needs	(iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: K-12 S: 6-12	Student/Teacher	9781682407578 9781531149321	24	#Ze	ELL Resource, page 24
				Student/Teacher	9781682407578	42	#1a	ELL Resource, page 42
	 			Student/Teacher	9781531149321	1		
				Student/Teacher				
				Teacher Only Teacher Only				
				Teacher Only				
				Teacher Only				
(4) Cross-curricular second inguage acquisition/reading. The ELL reads a variety feet test for a variety of purposes with an increasing level of comprehension in all content areas. ELL may be at the content of the	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, recipionding to questions, and taking notes commensurate with content area and grade ser	(iv) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	T:K-12 S:6-12	Student/Teacher	9781682407578 9781531149321	25	#2b	ELL Resource, page 25
				Student/Teacher	9781682407578 9781531149321	28	#2b	ELL Resource, page 28
				Student/Teacher	9781682407578	37	#3b	
					9781531149321 9781682407578			ELL Resource, page 37
				Student/Teacher	9781531149321	46	#2	ELL Resource, page 46
				Topolog Opt				
				Teacher Only Teacher Only				
				Teacher Only 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
(4) Cross-curricular second tanguage acquisition/reading. The ELL reads a variety of text for a variety of purposes with an increasing level of comprehension in all content races. ELLs may be of the played for purposes and played and properly and properly and properly and properly and properly and properly and properly and properly and properly accommodate governors are content curriculum, all instruction delivered in English tanguage proficion/commensurate with the subseris level of English tanguage proficion/commensurate with the subseris level of English tanguage proficion/comprehension and grade (), relation of these subseries repectations apply to text read about for subseries not yet at the stage of decoding written text. The subseries approach.	(H) read silently with increasing ease and comprehension for longer periods	(i) read silently with increasing ease for longer periods	NA NA	NA NA	NA NA	NA NA	NA NA	NA NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of test for a variety of purposes with an increasing level of comprehension in all content raises. ELLs may be of the glish level of comprehension in all content raises. ELLs may be of the glish level be comprehension in all content raises. Ell content of the other of the purpose of the purpose of the content	(H) read silently with increasing ease and comprehension for longer periods	(ii) read silently with increasing comprehension for longer periods	NA	NA .	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of test for a variety of purposes with an increasing level of comprehension in all content reads. ELLs may be at the glish 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 hanguage proficiency commensurate with the subserts level of English hanguage proficiency. For kindepages and agridedly, commensurate with the subserts level of English hanguage proficiency. For kindepages and agrided in, called on these subserts expectations on the subsert level of the subserts of the control of the subsert level control of the subsert level called the subserts level of the control of the subsert level control of the subsert level control of the con	(f) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in test and graphs sources, summarzing supporting ideas and setting main ideas from details commencurate with content area needs.	(i) demonstrate English comprehension by employing basic reading skills commensurate with content area needs	NA	NA NA	NA	NA	NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of test for a variety of purposes with an increasing level of comprehension in all content sense. ELLs may be at the glish language acquisition in reading. In order for the ELL to meet prade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English has pushed accommodated communicated, segenteed, and scalifold, commensurate with the subserts level of English language proficiency. For kindingsteen and grade 1, creation of these subsert recognisions apply to test read allow for students only set at the stage of decoding written extends.	(f) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphs sources, summarizing total and dissipativity 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 test for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be of the played comprehension in all content areas. ELLs may be of the played the played the played the played the played the played the played the played the played the played being expectations across the foundation and enrichment curriculum, all instruction delivered in English Insignage proficiency accommodate (communicates) segenteed, and scalidation of played the played	(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conductions 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	NA NA	NA
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of test for a variety of purposes with an increasing level of comprehension in all content rease. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquision in reading in whole for the ELL to meet gradeless (earning especiations across the foundation and enrichment account of the examination of th	(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating within information and propring and 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 NA	NA NA	NA NA
(s) Cross-curricular second language acquisition/writing. The ELL writes in a variety of brins with increasing accuracy to effectively address a specific purpose and audient in all content rate. Each state of the content of the con	(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 tanguage to represent sounds when writing in English	T: K-12 S: 6-12	Student/Teacher	9781682407578 9781531149321	17	45	ELL Resource, page 17
				Student/Teacher	9781682407578 9781531149321	29	#1a	FLL Resource, page 29
				Student/Teacher	9781682407578 9781531149321	45	#5	ELL Resource, page 45
				Student/Teacher Teacher Only				
				Teacher Only Teacher Only Teacher Only				
				Teacher Only				
(6) Cross-curricular second language acquisited/envirsing. The ELL writtee in a veryle of forms with increasing accuracy to feet exclusive address a specific purpose and audience in all content ereas. ELL states of the properties of the environment of the e	(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	9781682407578 9781531149321	19	45	ELL Resource, page 19

		Breakout			Component ISBN			
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					9781682407578			
				Student/Teacher	9781682407578 9781531149321	33	#1c	ELL Resource, page 33
				Student/Teacher	9781682407578 9781531149321	46	#1	ELL Resource, page 46
				Student/Teacher	9/81531149321			
				Teacher Only Teacher Only				
				Teacher Only				
				Teacher Only				
(6) Cross-curricular second language acquisition/writing. The ELL writies in a variety of brams with increasing accuracy to effectively, address a specific purpose and audience in all content areas. ELL states of the property of the pr	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(ii) write using content-based grade-fevel vocabulary	T: K-12 S: 8-12	Student/Teacher	9781682407578 9781531149321	19	#5	EL Resource, page 19
				Student/Teacher	9781682407578	33	#1c	ELL Resource, page 33
-					9781531149321 9781682407578			
				Student/Teacher	9781531149321	46	#1	ELL Resource, page 46
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(5) Cross-curricular second language acquisition/writing. The ELL								
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				Student/Teacher	9781682407578 9781531149321	34	#1	ELL Resource, page 34
				Student/Teacher	9781682407578	48	#25	ELL Resource, page 48
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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 are to the heating intermediate ordered as a content areas.								
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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 on the control of t	(C) spell familise English words with increasing accuracy, and employ English spelling statems and rules with increasing accuracy as more English is acquired	 employ English spelling pattern with increasing accuracy as more English to acquired 	T: K-12 S: 6-12	Student/Teacher Student/Teacher	9781531149321 9781682407578	20-21	£2a	ELL Resource, page 20-21 ELL Resource, page 35
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 on the control of t	(C) spell familise English words with increasing accuracy, and employ English spelling setters and rules with increasing accuracy as more English is acquired	(ii) employ English spelling pattern with increasing accuracy as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531149321 9781682407578 9781531149321 9781682407578	35	62a	ELL Resource, page 35
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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 on the control of t	(C) spell familize English words with increasing accuracy, and employ English spelling statemers and rules with increasing accuracy as more English is acquired	(s) employ English spelling pattern with increasing accuracy as more English is acquired	T: K-12 S: 6-12	Student/Teacher Student/Teacher Student/Teacher	9781531149321 9781682407578 9781531149321 9781682407578	35	62a	ELL Resource, page 35
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meet grade-level learning expectations across foundation and enrichment cursticulum, all instruction delivered in English must be linguistically accommodated (commorceaet, sequenced, and the production of the production of the production of the productions of the production of the	English spelling patterns and rules with increasing accuracy as more English is acquired (C) spell familias (English words with increasing accuracy, and employ profession spelling patterns and rules with increasing accuracy as more	English is acquired (iii) employ English spelling rules with increasing accuracy as more	S: 6-12	Student/Teacher Student/Teacher Student/Teacher Teacher Odly Teacher Odly Teacher Odly Teacher Odly Teacher Odly Teacher Odly Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Odly Teacher Odly Teacher Odly	978153114921 97816340778 97816340778 97816314921 978153114921 978163407778 978163407778 978163407778 978163407778	35 48 21	£2a £2b	ELL Resource, page 48 ELL Resource, page 48 ELL Resource, page 21 ELL Resource, page 35
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meet grade-level learning expectations across foundation and enrichment controllum, all irealized officewise of English inside the scale of the process of the scale of the sc	English spelling patterns and rules with increasing accuracy as more English is acquired (C) spell familias (English words with increasing accuracy, and employ profession spelling patterns and rules with increasing accuracy as more	English is acquired (iii) employ English spelling rules with increasing accuracy as more	S: 6-12	StudentTeacher StudentTeacher StudentTeacher StudentTeacher Teacher Only Teacher Only Teacher Only Teacher Only StudentTeacher StudentTeacher StudentTeacher StudentTeacher StudentTeacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	978153114921 97816340778 97816340778 97816314921 978153114921 978163407778 978163407778 978163407778 978163407778	35 48 21	£2a £2b	III. Resource, page 35 III. Resource, page 48 III. Resource, page 21 III. Resource, page 35

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	9781531149321		·	
			Teacher Only				
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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	(D) edit writing for standard grammar and usage, including subject- verb agreement, pronoun agreement, and appropriate verb tenses	(ii) edit writing for standard grammar and usage, including pronoun					
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generating original written text using a standard writing system. The student is expected to:				9781682407578 9781531149321			
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			Student/Teacher	9781682407578	49	#1b	ELL Resource, page 49
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generating original written text using a standard writing system. The student is expected to:				9781682407578			
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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							
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address a specific purpose and audence in all content areas. ELLs may be at the legining, intermediate, advanced, or advanced high to make the property of the		(i) employ increasingly complex grammatical structures in content area	Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	9781531149321 9781682407578 9781531149321 9781682407578	38	#3	ELL Resource, page 38
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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	9/81531149321			
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meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be	(F) write using a variety of grade-appropriate sentence lengths,	(iii) write using a variety of grade-appropriate connecting words to	T: K-12					
enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and	patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	S: 6-12	Student/Teacher		26	#2b	ELL Resource, page 26
scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student	, , , , , , , , , , , , , , , , , , ,							
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meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be	(G) narrate, describe, and explain with increasing specificity and detail	(i) narrate with increasing specificity and detail to fulfill content area	T: K-12	Student/Teacher		27	#1a	ELL Resource, page 27
linguistically accommodated (communicated, sequenced, and	to fulfill content area writing needs as more English is acquired	writing needs as more English is acquired	S: 6-12	Student reacher		21	#1d	ELC Resource, page 27
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generating original written text using a standard writing system. The student is expected to:					9781682407578 9781531149321			
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generating original written text using a standard writing system. The student is expected for:				Student/Teacher Student/Teacher Teacher Only Teacher Only	9781531149321 9781682407578	43	6	EL Resource, page 43
student is expected for: (6) Cross-curricular second language acquisition/writing. The ELL.				Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	9781531149321 9781682407578	43	63	ESL Propure, page 43
student is expected to: (S) Cross-curricular second language acquisition/writing. The ELL writes in a variety of timus with normating accuracy to effectively address a specific purpose and autone in all content erace. ELS				Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	9781531149321 9781682407578	43	63	ELL Resource, page 43
student is expected for: (6) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accruacy to effectively address a language in puppies and valence in all content exercise. ELLs				Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	9781531149321 9781682407578	43	6	ELI Resource, page 43
student is expected for: (6) Cross-curricular second language acquisition/writing. The ELL writes in a variety of terms with increasing accruacy to effectively address a specific purpose and autoen in all content area. ELLs may be at the beginning, intermediate, advanced, or advanced high termediate, advanced, or advanced high termediates and account of the conte	(G) narrate, describe, and explain with increasion exercition and seal of	(iii) exisiin with increasing a specificity and detail to fulfil contrast wave	T.K-12	Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	9781531149321 9781682407578			
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student is expected to: (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively under the property of the prop	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more Englain is sopired.	(iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired		Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only	9781531149321 9781682407578			
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