English Language Proficiency Standards (ELPS): Student/Teacher Material Subject Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading Subchapter Subchapter C. High School §110.60. Debate I, II, III (One to Three Credits) Publisher Perfection Learning Corporation Program Title Mastering Competitive Debate 9781531149277 Program ISBN Mastering Competitive Debate (online only) Program Title (identical content) 9781531149307 Program ISBN (identical content)

- (1) The English language proficiency standards in this section outline English language proficiency (evel descriptors and student expectations for English language proficiency (evel descriptors and student expectations for English language proficiency (evel descriptors and student expectations for English language proficiency (evel descriptors and student expectations) in English academic paraguage proficiency (evel descriptors and student expectations) in English academic paraguage proficiency (evel descriptors and student expectations) in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and communicate in English academic paraguage proficiency (evel descriptors and interact and c

(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) Cross-currieds securiting ages acquisitor/teaming sinteligies. The ELL intelligenge learnings in explosit to divelope a seameness of his or her own learning processes in all content areas. In order for the ELL to meet ground-level learning expectations arost set foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced and scalladded) cummersurates with the student's level of English language proficiency. The authorist expectation	(A) use prior knowledge and experiences to understand meanings in English	(i) use prior knowledge to understand meanings in English	T: K-12 S: 8-12	Student/Teacher	9781531137199 9781531149291	25	at	ELL Resource, page 25
				Student/Teacher	9781531137199 9781531149291	32	#1	ELL Resource, page 32
				Student/Teacher	9781531137199 9781531149291	40	#2a	ELL Resource, page 40
				Student/Teacher	9781531137199 9781531149291	44	#1	ELL Resource, page 44
				Teacher Only Teacher Only				
				Teacher Only				
				Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies. The ELL user language learning strategies of develop on awareness of his or her own learning processes in all contract seas. In order for the ELL to meet gloss-level learning perceptations across the foundation and enrichment curriculum, all instruction delivered in English must be inquisitionally accommodated (communicated, sequenced and scalinded) cummensurates with the student's level of English language profilicency. The student is expected.	(A) use prior knowledge and experiences to understand meanings in English	(ii) use prior experiences to understand meanings in English	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	19	12a	ELL Resource, page 19
				Student/Teacher	9781531137199 9781531149291	26	#1a	ELL Resource, page 26
				Student/Teacher	9781531137199 9781531149291	34	#1a	ELL Resource, page 34
				Student/Teacher	9781531137199 9781531149291	41	#1	ELL Resource, page 41
				Teacher Only	57010571454531			
				Teacher Only Teacher Only				
				Teacher Only				
(1) Cross-curricular second language acqualition/elearing stategies. The ELL user language learing strategies to develop on awareness of his or her own learning processes in all contract seas. In order for the ELL to meet glossfel-level learning processors across the foundation and enrichment curriculum, all instruction delivered in English must be impatically accommodated (communicated, sequence) and scalabilities are some as in the lander's level of English language proficiency. The student's level of English language proficiency. The student's language in the la	(B) monitor onal 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	9781531137199 9781531149291	8	4th bullet point	ELL Resource, page 8
				Teacher Only	9781531137199 9781531149291	74	Chapter 2 #3	ELL Resource, page 74
				Teacher Only	0701001143201			
(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 linguisitiately accommodate (communicated, sequenced, and scalidode) commensurare with the students level of English targuage proficiency. The saudest is expected.	(B) monitor and and written language production and employ self- corrective techniques or other resources	(ii) monitor written language praduction and employ self-corrective techniques or other resources	NA NA	Teacher Only NA	NA NA	NA NA	NA .	NA
(1) Cross-curricular second language acquisition/earning strategies. The ELL uses language learning strategies to develop an awareness of ELL to mest speaked to the control of the control of ELL to mest growth evel learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequence) and proficiency. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, centesting, and reviewing to sequere basec and grade-freet vecabulary.	(i) use strategic learning techniques to acquire basic and grade-level vocabulary	T: K-12 S: 8-12	Student/Teacher	9781531137199 9781531149291	16	at	ELL Resource, page 16
				Student/Teacher	9781531137199 9781531149291	20	#3	ELL Resource, page 20
				Student/Teacher	9781531137199 9781531149291	28	#2	ELL Resource, page 28
				Student/Teacher	9781531137199 9781531149291	37	#5	ELL Resource, page 37
				Teacher Only	3701031143231			
				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
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of ELL to meet produce the control of the control of the condition and enrichment curriculum, all instruction delivered in English must be linguisitially accommodated (communicated, sequence) and scattoded) commensurates with the students lived of English language proficiency. The authorit is expected.	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circuminousion (conveying ideas by defining or describing when exact English words are not known)	(i) speak using learning strategies	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	24	#3b	ELL Resource, page 24
				Student/Teacher	9781531137199 9781531149291	30	#1c	ELL Resource, page 30
				Student/Teacher	9781531137199 9781531149291	38	#3b	ELL Resource, page 38
				Student/Teacher	9781531149291 9781531137199 9781531149291	43	#1	ELL Resource, page 43
				Teacher Only	9701031149291			
				Teacher Only Teacher Only				
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of this of the continent processes and accretar cases. In order for the language of the continent processes and accretar cases. In order for the and enrichment curriculum, all stratuction delivered in English mate the language commodated (communicated, sequence) and scalidodo) commensus with the student's level of English tanguage proficiency. The student's sequence in the student's level of English tanguage proficiency. The student's sequence in the student's level of English tanguage proficiency. The student's sequence is set to the student's level of English tanguage proficiency. The student's sequence is set to the student's level of English tanguage proficiency. The student's sequence is set to the student's level of English tanguage proficiency. The student's sequence is set to the student's level of English tanguage.	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.	(i) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA NA	Teacher Only NA	NA NA	NA NA	NA .	NA .
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of ELL to meet special-learning strategies to develop an awareness of ELL to meet groat-level learning operations across the foundation and enrichment curriculum, all instruction delivered in English must be linguisitically accommodated (communicated, sequenced, and scaladded) commensurates with the student's level of English language proficiency. The student's expected in	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attenment.	(ii) internalize new basic tanguage by using and reusing it in meaningful ways in writing activities that build concept and language attainment.	NA NA	NA NA	NA NA	NA NA	NA .	MA
(1) Cross-curricular second tanguage acquisition/earning strategies. The ELL uses language learning strategies to develop an avarieties of it has the some learning processes and stockers learn. It works for the some learning processes and stockers learning that the solicities and enrichment curriculum, all restruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurates with the student's level of English targuage proficiency. The student's level of English targuage proficiency. The student's level of English targuage proficiency. The student's level of English targuage	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(iii) internalize new academic 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 .
(1) Cross-curricular second tanguage acquisition/earning strategies. The ELL uses language learning strategies to develop an awareness of The ELL uses language learning strategies to develop an awareness of ELL to me et goulden and servicines and enrichment curriculum, all restruction develored in English must be linguisitiously accommodated communicated, sequenced, and scaffolded; cummenturates with the student's level of English language proficiency. The address ill expects and scaffolded cummenturates with the student's level of English language proficiency. The address ill expects and scaffolded cummenturates with the student's level of English language proficiency. The address ill expects are supported to the scaffolded cummenturates with the student's level of English language proficiency. The address ill expects are supported to the scaffolded cummenturates are scaffolded cummenturates.	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.	(iv) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language strainment.	NA NA	NA NA	NA NA	NA NA	NA .	NA .
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of The ELL break production and the strategies of the develop and ELL break production and control to the strategies are strategies as and enrichment curriculum, all restruction delivered in English must be linguistically accommodated (communicated, sequence) and scalifolded (commensurate with the students level of English language profilessey). The salubet is expected.	(F) use accessible language and learn new and essential language in the process	(i) use accessible language and learn new and essential language in the process	T: K-12	Student/Teacher				
				Student/Teacher Student/Teacher				
				Student/Teacher				
				Teacher Only	9781531137199 9781531149291	9	Comprehensive Input	ELL Resource, page 9
				Teacher Only	9781531137199 9781531149291	83	Chapter 25 #1	ELL Resource, page 83
				Teacher Only Teacher Only				
(1) Cross-curricular secured language, acquisitor/tenring ginterpies. The ELL used language learning sheeplant to divelop a memorate of his or her own learning processes in all content areas. In order for the ELL to meet glovade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguisitatily accommodated (communicated, sequenced, and scaffolded) currierestumes with the students level of English language proficiouscy. The student's expected.	(C) demonstrate an increasing ability to distinguish between formal and informat English and increasing troviledge of when to use each one commensurate with grade-level fearing expectations.	(i) demonstrate an increasing ability to distinguish between formal and informal English	NA NA	NA NA	NA NA	NA NA	NA .	NA .
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of ELL ones strategies are secured to the control of the Control	(G) demonstrate an increasing ability to distinguish between formal and riformal English and an increasing browledge 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 .
(1) Cross-curricular second tanguage acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of this of the row in learning processes is all octient rates. It have for the and errichment curriculum, all restruction delivered in English must be linguisitially accommodate (communicand, sequenced, and scalifolder) commensurates with the student's level of English harphage proficiency. The saldors it expected.	(Pl) develop and expand reporture of learning strategies such as reasoning inductively or deductively, looking for patients in language, and stratyzing sayings and expressions commensurate with grade- level learning expectations	(i) develop and expand repertoire of learning strategies	NA NA	NA.	NA NA	NA NA	NA .	NA .
(2) Cross-curricular second language acquisition/listening. The ELL issues 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 seras. ELLs may be at the beginning, intermediate, advanced, or advanced, for shorted high steps of English harguage acquisition in identing, in order for the ELL to meet grade-level curriculum, all instruction delivered in English mate bit migratishly accommodated (communicated, sequenced, and scalfolder) commensurate with the student's level of English tall praguage profidency. The student is expected to:	(A) distinguish sounds and intonation patterns of English with increasing ease	(i) distinguish sounds of English with increasing ease	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 issues to a variety of spassives including lead-ties, peers, and service of spassives including lead-ties, peers, and service of spassives of the spassive scale including lead of the spassive scale including leading lead of the spassive scale including lead of the spassive scale including lead of the spassive scale including leading lead of the spassive scale including leading lead of the spassive scale including leading	(A) distinguish sounds and intonston patterns of English with increasing ease	(ii) distinguish intonation patterns of English with increasing ease	NA	NA .	NA	NA NA	NA.	NA.
(2) Cross-curricular secure language, socialization intending. The ELL sizes to a variety of speakers indepting flatchers, pere, who electroric media to gain an increasing level of comprehension of newly acquired language in all content sense. ELLs may be a fire be legiming, intermediate, advanced, or advanced high stage of English language acquisation in listening, in ordior for the ELL to meet grade-level acquisation in listening, in ordior for the ELL to meet grade-level acquisation in listening, to ordior the ELL to meet grade-level curriculum, all instruction delivered in English must be finguistically accommodated communication, acquired, and scaliforally commensurate with the students level of English language proficiency. The student's expected for.	(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowes, silent letters, and consonant clusters	(i) recognize elements of the English sound system in newly acquired vocabulary	NA .	NA NA	NA	NA NA	NA	NA .
(i) Cook-varificate secure language acquisitant stateming. The ELL statements is stated of production reproduction report of marketine interest in extraction of extractions make a control extraction of marketing several comprehension of revely acquired statemage in all content extract. ELLs may be a fire beginning, intermediate, advanced, or advanced high stage of English banguage teaming expectations across the foundation and enrichment curriculam, all instruction delivered in English must be inquisited in extraction and extraction across the objection of the experience of the statement of the extraction across the objection of the experience of the e	(C) learn new language structures, expressions, and basic and scatter acceptually heard during classroom instruction and interactions.	(i) learn new language structures heard during classroom instruction and interactions	T: K-12	Student/Teacher				
				Student/Teacher Student/Teacher				
				Student/Teacher				
				Teacher Only	9781531137199 9781531149291	74	Sentence above Chapter 3 Kay Vocabulary Activities	ELL Resource, page 74
				Teacher Only	9781531149291 9781531137199 9781531149291	74	Chapter 3 #4	ELL Resource, page 74
				Teacher Only	9781531137199	80	Chapter 15 #1h	ELL Resource, page 80
				Teacher Only	9781531149291			
(2) Cross-curricular second language acquisitoritistering. The ELL islants to a variety of psachesis richardy teachers, person and electroric media to gain an increasing level of comprehension of ready electroric media to gain an increasing level of comprehension of ready intermediate, advanced, or advanced of pilot specific person intermediate, advanced, or advanced of pilot specific pilot in agruege acquisition in listering, in order for the ELL to meet grade-level learning expectations across the foundation and endirection accommendation and production and advanced or advanced and commendation and commendation and commendation and commendation and commendation and the pilot p	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(ii) learn new expressions heard during classroom instruction and interactions	T: K-12	Student/Teacher				
				Student/Teacher Student/Teacher				
				Student/Teacher	9781531137199			
				Teacher Only	9781531149291	13	Whole Page	ELL Resource, page 13
				Teacher Only	9781531137199 9781531149291 9781531137199	80	Chapter 14 #2	ELL Resource, page 80
				Teacher Only	9781531137199 9781531149291	80	Chapter 15 #1b	ELL Resource, page 80
(2) Cross-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 nextly intermediate, advanced, or advanced on plant	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(iii) learn basic vocabulary heard during classroom instruction and interactions	T: K-12 S: 8-12	Teacher Only Student/Teacher	9781531137199 9781531149291	16	#S	ELL Resource, page 16
				Student/Teacher	9781531137199 9781531149291	28	#1c	ELL Resource, page 28
				Student/Teacher	9781531149291 9781531137199 9781531149291	40	#1	ELL Resource, page 40
				Student/Teacher	9781531149291 9781531149291	46	#1c, 2nd paragraph	ELL Resource, page 46
				Teacher Only	5701051143251			
				Teacher Only Teacher Only				
				Teacher Only				
(2) Cross-curricular secure language acquisition (listering. The ELL sizes in the suited of population in section plauditions period electroric media to gain an increasing level of comprehension of really acquired language in all content sense. ELLs may be a fire be agranged, intermediate, advanced, or advanced high stage of English language acquisition in listering, in order field. List need granged and content and acquired in the content of the conte	(C) learn new language structures, oppressions, and basic and scademic vocabulary head during classroom instruction and interactions	(iv) learn academic vocabulary heard during classroom instruction and interactions	T: K-12 S: 8-12	Student/Teacher	9781531137199 9781531149291	19	#S	ELL Resource, page 19
				Student/Teacher	9781531137199	31	#3	ELL Resource, page 31
				Student/Teacher	9781531149291 9781531137199	41	#2	ELL Resource, page 41
				Student/Teacher	9781531149291 9781531137199	48	#1	ELL Resource, page 41 ELL Resource, page 48
				Teacher Only	9781531149291	40		ELE NESOUI CE, page 40
				Teacher Only				
				Teacher Only Teacher Only				
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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
(2) Cross-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 races. ELLs may be a the beginning, intermediate, advanced, or advanced high stage of English language acquisition in islatering. In order the ELL to meet gange and expension of the ELL to meet gange of the control of the expension of the expe	(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				
				Teacher Only	9781531137199	10	Think-Pair-Share	ELL Resource, page 10
				Teacher Only	9781531149291 9781531137199	80	#1b	ELL Resource, page 80
				Teacher Only	9781531149291	33	*10	ELETIONOGICE, page 00
(2) Cross-curricular second language acquisition/listening. The ELL islams to a variety of speakers including teachers, peers, and service of speakers including teachers, peers, and service of the control of the cont	(D) monitor understanding of spoken language during classroom trearuction and interactions and seek clarification as needed	(ii) seek clarification (of spoken language) as needed	T: K-12 S: 8-12	Teacher Only Student/Teacher	9781531137199 9781531149291	20	12	ELL Resource, page 20
				Student/Teacher	9781531137199 9781531149291	32-33	#3b, 2nd bullet point	ELL Resource, page 32-33
				Student/Teacher	9781531137199	42	#1b, 2nd paragraph	ELL Resource, page 42
				Student/Teacher	9781531137199 9781531149291	50	#2c	ELL Resource, page 50
				Teacher Only				
				Teacher Only Teacher Only Teacher Only				
(2) Cross-curricular second language acquisition/listering. The ELL islams to a variety of spashes including teachers, peers, and considered the property of t	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly compilex 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) Coss-curricular second language acquisition/listering. The ELL second cost of the cost	(E) use visual, contextual, and linguistic support to enhance and contim understanding of increasingly complex and elaborated spoken language	(ii) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA .	NA .	NA .	NA	NA.
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers recluding learners, peers, and resident second peers of the property acquired language in all content anses. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisation in listening, in order for the ELL to need grant peers of the control of the engineers of th	(E) use visual, contentual, and linguistic support to enhance and contim understanding of increasingly complex and elaborated spoken language	(iii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	34	£10	ELL Resource, page 34
				Student/Teacher	9781531137199 9781531149291	43	#1	ELL Resource, page 43
				Student/Teacher	9781531149291 9781531137199 9781531149291	51	#2	ELL Resource, page 51
				Student/Teacher Teacher Only				
				Teacher Only Teacher Only				
				Teacher Only				
(2) Cross curricular second language acquisition/listering. The ELL sistems to a verying of speakers including teachers, peers, and electroric media to gain an increasing level of comprehension of newly acquired language in all content entance. ELLs may be at the beginning, intermediate, advanced, or advanced high steps of English language learning expectations sectored be controlled in the content curriculum, all instruction delivered in English may be inquisitedly commenced as commodiated communications, acquired, and scalingful commenced as which the solution is of the controlled communication accommodiate on the controlled communication accommodiate in the controlled communication accommodiate on a superior discovery. The subdiret is expected for.	(F) Sisten to and derive meaning from a variety of media such as audio spec video (P) O) and CD ROM to build and reinforce concept and language stationness	(i) listen to and derive meaning from a variety of media to build and reinforce concept attainment	NA NA	NA NA	NA NA	NA NA	NA NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL issiens to a variety of speakers including leachers, 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, sharmood, or advanced of spik spee of English language in all content areas. ELLs may be at the beginning, intermediate, sharmood, or sharmood high steps of English language learning expectations across the foundation and enrichment curricum, all interuction delivered in English must be impairsably accommodated (communicated, sequenced, and scaffolder) commensurate with the student's level of English language profidency. The student is expected to:	(F) listen to and derive meaning from a variety of media such as audio spx, vides, DVD, and CD ROM to build and renforce concept and language 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 .

Knowledge and Skills Statement	Student Expectation	Breskout	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/istering. The ELL Islams to a variety of spasies including landsters, peers, and sently of spasies including landsters, peers, and sently acquired language in all content senses. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in instering, in order for the ELL to meet granuple acquired and accommodated communicated, sequenced, and scalingly accommodated communicated, sequenced, and scalingly occurrent usual with the subserts level of English language profidency. The student is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and corrects are familiar to unfamiliar.	(i) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA .	NA	ма	ма
(2) Cook-curriedur second language acquisite of listering. The ELL laters to a verient y propulation in young plaudiners prove electrorice media to gain an increasing level of comprehension of really acquired language in all content anses. ELLs may be a the beginning, intermediate, advanced, or advanced high stage of English language acquisition in laterally in the ELL. Is mere glossy to acquired to missering in order for the ELL is not seg language curriculum, all instruction delivered in English must be Inguistically accommodated communication, acquired and scale for commencurate with the students level of English language proficency. The student is expected for.	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contents are familiar to unfamiliar.	(ii) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unifamiliar	NA .	NA	NA NA	NA	NA	MA
(2) Cross-curricular second language acquisition/listering. The ELL Islams to a variety of speakers including teachers, peer, and sensity of speakers including teachers, peer, and sensity of speakers in the sensity of speakers in English must be Inguistically accommodated (communicated, sequenced, and scalified communicated, sequenced, and scalified communicated, sequenced, and scalified predictions, or the subset is selected for pright hanguage proficercy. The subset is expected in:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar.	(iii) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA .	NA	ма	ма
(2) Cross-curricular second language acquisition/listering. The ELL Islams to a variety of spashess including teachers, peers, and serving of spashess including teachers, peers, and serving of spashess including teachers, peers, and serving second second serving second serving second	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and cortects are familiar to unfamiliar	(iv) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar	NA NA	NA NA	NA NA	NA NA	NA .	NA
(2) Cross-curricular second language acquisition/istering. The ELL listens to a variety of speakers including teachers, peers, and electricin cented to gain an increasing level of comprehension of nearly electricing teachers, peers, and interest intermediate, advanced, or advanced high steps of English language acquisition in islatering, in order for the ELL to meet garget centered learning expectations across the foundation and enrichment and expectations across the foundation and enrichment accommodated communicated, experienced, and salidolided) commensurate with the student's level of English language proficiency. The student is expected to.	(C) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are tamillar to unfamiliar.	(v) understand the main points of spoken language ranging from situations in which language [s] are familiar to unfamiliar	NA NA	NA NA	NA NA	NA NA	NA NA	NA .
(2) Cross-curricular second language acquisition/istering. The ELL latent to a variety of speakers including teachers, peers, and restrict the second sec	(C) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and cortects are familiar to unfamiliar	(iv) understand the main points of spoken insquage ranging from situations in which contexts are familiar to unfamiliar	NA NA	NA NA	NA NA	NA NA	NA .	NA
(2) Cross-curricular second language acquisition/istering. The ELL listens to a variety of speakers including teachers, peers, and ready electricum cented in gain an increasing set of the property of the electricum center of the property of the electricum center of the electricum, intermediate, advanced, or advanced high steps of English language acquisation in islasming, in order for the ELL to meet granted electricum center of the electr	(C) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and cortects are familiar to unfamiliar.	(vii) understand the important details of spoken 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/istering. The ELL listens to a variety of speakers including teachers, peers, and electricir. Inserting of the property of the property of the property of electricir. Inserting place of the property of the property of intermediate, advanced, or advanced high stage of English language acquisation in islasming, in order for the ELL to meet graphs along acquisation is islasming, in order for the ELL to meet graphs of language of the property of the property of the property of the accommodated communication, sequenced, and scalindard) commonature with the subserts level of English language profidency. The subsert is expected to:	(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and cortexts are familiar to unfamiliar.	(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 .
(2) Cross-curricular second language acquisition/listering. 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 right steps (explicitly interprehension) and intermediate, advanced, or advanced in give special properties and advanced or advanced in give special properties and advanced or advanced in Figure special interpretable common and an advanced or advanced and advanced or advanced and scall collection and scall collection and scall collection and scall collection and scall collection. The student is expected to:	(C) understand the general meaning, main points, and important details of spoken language reging from shadons in which topics, language, and contents are familiar to unfamiliar.	(ix) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar	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-curvicular secured integraps, exception/tisering. The ELL issues to a very displacement secured produces and electroric media to gain an increasing level of comprehension of newly acquired language in all content enters. ELLs may be a the beginning, intermediate, advanced, or advanced high stage of English language learning expectations accorded in the control of the electric expectation accorded in the final electric expectation accorded in the electric expectation accorded in English made be inguisticately accommodated communication, expected of the English language proficiency. The student is expected for.	(H) understand implicit ideas and information in increasingly complex species 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	NA.	NA
(2) Cross curvicular secured impages excelerations tensions. The ELL instead to a very displacement schooling batchers, person, and electroric media to gain an increasing level of comprehension of newly acquired language in all content enterest. ELLs may be a fibe beginning, intermediate, advanced, or advanced high steps of English integrage learning expectations according to the control of the electric expectation according to the control of the electric expectation according to the electric expectation. All instruction delivered in English must be linguistically accommodated communicated sequenced, and scaliforation expected for the electric tended in English language preficiency. The subderier is expected for.	(H) understand implicit ideas and information in increasingly complex species 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	NA	NA.	NA.
(C) Cross-curricular secured language acquisition (listering. The ELL states) on variety of populars an else mediantics, secured on variety of populars an else mediantics, secured on the elsectroric media to gain an increasing level of comprehension of newly acquired language in all content enance. ELLs may be a the beginning, intermediate, advanced, or advanced high steps of English language acquisation in listering, in role of the ELL to meet gland-level acquisition in listering, in role of the ELL to meet gland-level acquisition and intermediate of the ELLs meet gland-level curriculars, all instruction delivered in English must be Inguistically accommodated (communicated, sequenced, and scalifold) commensurate with the student's level of English language preficiency. The subserier is expected for.	(f) demonstrate listening comprehension of increasingly complex spoken English by following directions, releting or summatizing spicken measures, responding to securities and requests of contractions and requests and ordered and grade-level needs.	(i) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with current and grade-level needs	NA .	NA NA	NA NA	NA	NA	NA.
(2) Cross-curricular second tanguage acquisition/tistening. The ELL islates to a variety of speakers recluding baselvers, peers, and the second of the se	(f) demonstrate listening comprehension of increasingly complex spoken English by following directions, releting or summatizing spides measures, responding besidents and requests. Section of the contraction of the contract	(ii) demonstrate listening comprehension of increasingly complex spoken English by retelling or summatiting spoken messages commensurate with content and grade-feed needs	NA	NA NA	NA NA	NA	NA	NA.
(2) Cross-curricular second language acquisition/tisening. The ELL islaters to a variety of speakers recluding leadwise, peers, and resident of the control	(f) demonstrate stening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, resporting to suscense and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	T: K-12 S: 8-12	Student/Teacher	9781531137199 9781531149291	25	#2c	ELL Resource, page 25
				Student/Teacher	9781531137199	37	#6b	ELL Resource, page 37
				Student/Teacher	9781531149291 9781531137199	44	#3c	
				Student/Teacher	9781531149291 9781531137199 9781531149291	52	#1	ELL Resource, page 44
				Student/Teacher Teacher Only	9781531149291	52	#1	ELL Resource, page 52
				Teacher Only				
				Teacher Only Teacher Only				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a vortey of speakers including teachers, peers, and electroric meants to gain an increasing level of comprehension of newly electronic meaning of the comprehension of the comprehe	(f) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summatizing spoken measures, responding to except cause to an expectate, collaborating with peers, and taking notes commensurate with content and grade-level needs	(iv) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	T: K-12	Student/Teacher Student/Teacher				
				Student/Teacher		_		
				Student/Teacher Teacher Only	9781531137199 9781531149291 9781531137199	8	paragraph below bullet points	ELL Resource, page 8
				Teacher Only	9781531137199 9781531137199	81	Chapter 17 #3b	ELL Resource, page 81
				Teacher Only	9781531149291			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
				Teacher Only				
(2) Cross-curricular second impagase acquisitoritaming. The ELL instants to a value of propieties including batchers, person, and electroric media to gain an increasing level of comprehension of newly acquired impagase in all context result. ELL may be a the beginning, intermediate, advanced, or advanced high stage of English language learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be Inguisticatily accommodated (communicated segenerace), and calculation carbon electronic properties of the Communication and communication across the Communication a	(f) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing collaborating with peers, and taking notes commensurate with content and grade-level needs	(v) demonstrate listering comprehension of increasingly complex spann English by taking notes commensurate with context and grad- level needs	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	26	øтЬ	ELL Resource, page 26
				Student/Teacher	9781531137199 9781531149291	38	#3b	ELL Resource, page 38
				Student/Teacher	9781531137199	45	#1b	ELL Resource, page 45
				Student/Teacher	9781531149291 9781531137199 9781531149291	53	#1b, 2nd paragraph	ELL Resource, page 53
				Teacher Only Teacher Only				
				Teacher Only				
			•	Leacher Chly				

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different tanguage registers (promainformal) using a consistence of the promainformal using a consistence of all content areas. ELLs may be a the beginning, interesting and all content areas. ELLs may be a the beginning interesting acquisition in speaking, in order for the ELL to meet grade-level learning expectations across he flouridation and entirement curriculum, all occumulations across he flouridation and entirement curriculum, all occumulations described promains with the student's level of English language proficiency. The student is expected of:	(A) practice producing sounds of newly acquired vocabulary such as long and short vocabulary such as long and short vocabulary such as pronounce Entropiesh, safert letters, and consonant clusters to pronounce Entropiesh vo	(i) practice producing sounds of newly acquired vocabulary to pronounce English words in a mixture that is increasingly comprehensible.	NA	NA NA	NA	NA NA	NA NA	NA.
(3) Cross-curricular second integraps acquisitorispositing. The ELL speaks in a value of modes for a value of prompter as with a consense of unitive of modes for a value of prompter as an awareness of different language registers (formatinformal) using vocabulary with moreasing fluency and accuracy in language and and all content sense. ELL may be at the beginning, thermediate, and a content sense. ELL may be at the beginning, thermediate, and a content sense. ELL may be at the beginning in the properties of the properties of the content of the properties of the content of the properties of the prop	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for deterlying and using high-frequency English words necessary for deterlying and used basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.	(i) expand and internalize initial English vocabulary by learning and using high-frequency English words recessary for identifying and describing people, places, and objects	NA NA	NA .	NA	NA .	MA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of purposes with an awareness of different singuage registers (formaliformal) using vocabulary with increasing fastery and accuracy in language and and variety of the property of t	(B) regard and intensition initial Explain vacabulary by terming and using high-frequency English words recreasary for describing and describing people, places, and objects, by resting simple stories and basic information represented or supported by pictures, and by islemming and using routine language received for classroom communication.	(ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	30	etc etc	ELL Resource, page 30
				Student/Teacher	9781531137199 9781531149291 9781531137199	42	#2a	ELL Resource, page 42
				Student/Teacher	9781531137199 9781531149291	51	#2	ELL Resource, page 51
				Student/Teacher Teacher Only				
				Teacher Only Teacher Only				
(3) Cross-curricater secured languages acquaistion/speaking. The ELL speaks in a waiver of morbook as during of sproposes with an awareness of different language registers (formatinformal) using vocabulary with increasing fluency and accuracy in language and and all content series. ELL may be at the beginning, intermediate, and all content series. ELL may be at the beginning, intermediate, and an accuracy in language and an advantage of the series of the serie	(8) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for deterlying and the control of the c	(iii) expand and internative initial English vocabulary by learning and using routine language needed for classroom communication	T: K-12 S: 6-12	Teacher Only Student/Teacher	9781531137199 9781531149291	16	53	ELL Resource, page 16
				Student/Teacher	9781531137199 9781531149291	42	#1b	ELL Resource, page 42
				Student/Teacher	5701551145251			
				Student/Teacher Teacher Only Teacher Only				
				Teacher Only Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL seasons are selected as a consistency of the production of the produ	(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 preminated discustives with increasing accuracy and ease as more English is acquired	NA NA	Leacher Univ	NA NA	NA NA	NA .	NA
(3) Cross-curricular second language acquisition/speaking. The ELL- suarreness of different language registers (formalinformat) using vocabulary with noreasing fluency and accuracy in Inguigae arts and all content areas. ELLs may be at the beginning, heternedises. The properties of the experimental properties of the properties of the speaking in order for the ELL benefit grade-level learning expectations across the foundation and enrichment curriculum, all institution delivered in English male be inquisitedly accommodated institutions delivered in English male beinguistically accommodated students level of English language proficiency. The student is expected our	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting worlds with increasing accuracy and ease as more English is acquired	(ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired	NA .	NA NA	NA	NA NA	MA	NA
(3) Cross-curricular secured language acquisitorispositing. The ELL speaks in a suited of models for a spiring of surposition in a since of models for a spiring of surposition with an avarances of different language registers (formatiformal) using vocabulary with orceasing fluency and accuracy in language and and all content seets. ELLs may be at the beginning, intermediate, and the speaking in order for the ELL in most grade-level fluenting expectations across the foundation and enrichment curriculum, all communications, acquired, and scaleful expressions across the foundation and enrichment curriculum, all communications, acquired, and scaleful expressions with the student's lavel of English language proficiency. The student is expected or:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.	(iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	NA NA	NA NA	NA	NA NA	NA	NA NA
(3) Cress-curricular secured language acquisitor/speaking, Thr ELL speake in a sainty of models for serving of semplane in a low awareness of different language registers (formalinformal) using vocabulary with increasing hauvery and accuracy in ingrugage arts and all content areas. ELLs may be at the beginning, hiemediste, advanced, or advanced high stage of English insquage acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all restruction delivered in English must be inquisitatively accommodated (counters lasticial, experience), and scalificated) commerciated with the industry of the standard counters lasticially accommodated of the standard counters lasticially accommodated with the standard counters lasticially experienced, and scalification) commerciated with the standard counters lasticially accommodated with the standard counters lasticially accommodated with the scale of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(iv) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	18	atb	ELL Resource, page 18

		Breakout						
Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Student/Teacher	9781531137199 9781531149291	32	#3b, 1st bullet point	ELL Resource, page 32
				Student/Teacher	9/8153113/199	43	#2a	ELL Resource, page 43
	1			Student/Teacher	9781531149291 9781531137199	52	#1	ELL Resource, page 52
				Teacher Only	9781531149291	52	#1	ELL Resource, page 52
				Teacher Only				
				Teacher Only Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL				reacher Only				
(a) Cross-conroutar seconds introjuege acquisitioningspecing. The ELL speaks in a variety of unclose to a variety of progness with an any vocabulary with increasing fluency and accuracy in language arts and accuracy in language arts and accuracy in language and accuracy and accuracy in language acquisition in speaking, in other for the ELL to meet grade-level learning any expectations across the fluoridation and enrichment curriculum, all opportunities across the fluoridation and enrichment curriculum, all communications, despured, and exactled communications despured, and exactled communications despured and exactled communications with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in content to internalize new English words and build academic language proficiency	(i) speak using grade-level content area vocabulary in content to internalize new English words	T: K-12 S: 8-12	Student/Teacher	9781531137199 9781531149291	16	#S	ELL Resource, page 16
expected to.				Student/Teacher	9781531137199	21	#6	ELL Resource, page 21
					9781531149291 9781531137199			
				Student/Teacher	9781531149291 9781531137199	34	#1b	ELL Resource, page 34
				Student/Teacher	9781531137199 9781531149291	53	#1a	ELL Resource, page 53
				Teacher Only				
				Teacher Only Teacher Only				
				Teacher Only				
(3) Cross-curricular second language acquisitorispeaking. The ELL speaks in a variety of prompose to availing of modes for a variety of prompose with an awareness of different being ages registers (formaliferensis) using a continuous production of the production of the production of all content areas. ELLs may be a the beginning, intermediate, advanced, or advanced high stage of English Ingrugues acquisition in speaking, in other for the ELL is most grade-level learning, all visituation delivered in English mate be inguistically accommodated (communicated, sequenced, and castification) accommodated (communicated, sequenced, and castification) accommodated in the student's level of English Inarquage proficiency. The student is expected out.	(D) speak using grade-level content area vicasbulary in context to intermilize new English words and build academic language proficiency.	(ii) speak using grade-level content area vocabulary in content to build academic language proficiency	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	24	535	ELL Resource, page 24
				Student/Teacher	9781531137199 9781531149291	37	#2a	ELL Resource, page 37
				Student/Teacher	9781531149291 9781531137199 9781531149291	44	#3b	ELL Resource, page 44
				Student/Teacher	9781531149291 9781531137199 9781531149291	45	#3a	ELL Resource, page 45
				Teacher Only	9781531149291	40	woa	ELL Resource, page 43
				Teacher Only				
				Teacher Only Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of undose for a variety of purposes with an awareness of different language registers (formatifrormal) using vocabulagy with oriensating fluency and accuracy in language and sund advanced, or advanced high stage of English language acquisition in speaking, in order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English man be inquisitating accommodated instruction delivered in English man be inquisitating accommodated accomm	(E) share information in cooperative learning interactions	(i) share information in cooperative learning interactions	T: K-12 S: 8-12	Student/Teacher	9781531137199 9781531149291	25	#2c	ELL Resource, page 25
				Student/Teacher	9781531137199	38	#3a	ELL Resource, page 38
				Student/Teacher	9781531149291 9781531137199	46	#1c	ELL Resource, page 46
				Student/Teacher	9781531149291 9781531137199			
				Student/Teacher Teacher Only	9781531149291	56	#2c	ELL Resource, page 56
				Teacher Only				
				Teacher Only Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL				reacher Only				
(s) under currous sectorial difficulty exception repeating in the control of t	(F) ask and give information ranging from using a very limited back of high-frequency, high-need, concrete vicabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vicabulary during extended speaking assignments	(i) ask [tot information ranging from using a very limited bank of high-frequency, high-freed, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contests, to using asteract and conteret-based vocabulary during extended speaking assignments	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	27	etd	ELL Resource, page 27
				Student/Teacher	9781531137199 9781531149291	40	#2a	ELL Resource, page 40
				Student/Teacher	9781531149291 9781531137199 97815311479291	48	#3	ELL Resource, page 48
				Student/Teacher	9781531149291 9781531137199	57	#2	ELL Resource, page 57
				Teacher Only	9781531149291	3,		, seen say kade a.
				Teacher Only				
				Teacher Only Teacher Only				
(3) Cross-curricular reacroid inequates expeliation/speaking. The ELI speake in a saving of introduce is only of purposes with ELI speake in a saving of introduce in with ELI speake in a saving of introduce in the saving of introduced introduced in the saving of introduced in the saving of introduced in the saving of introduced introduced in the saving of introduced introduced in the saving of introduced int	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, in classification seeded for base communication in classification and expressions reseded for base and content based vocabulary during estanded speaking assignments.	(ii) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key woods and expressions needed for basic communication in addenic and social content of the property of the pro	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	27	etd	ELL Resource, page 27
				Student/Teacher	9781531137199 9781531149291	40	#2a	ELL Resource, page 40
				Student/Teacher	9781531149291 9781531137199	48	#3	ELL Resource, page 48
				Gladene reachel	9781531149291			and the state of t

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Item Type	Component ISBN	Page (s)	Description of the specific location	Hyperlink to the location for electronic programs
				Student/Teacher	9781531137199 9781531149291	57	#2	ELL Resource, page 57
				Teacher Only	9/81531149291			
				Teacher Only				
				Teacher Only Teacher Only				
(3) Cross-curricate securi language acquisitorispeaking. The ELL speakin in a united of immobile and early of disoppose with an awareness of different language registers (formalirinormal) using vocabulary with moreasing fluency and accuracy in language and and advanced, or advanced high stage of English ingrugue acquisition in speaking, in order for the ELL in most gradie-level learning an especiations across he foundation and enrichment carriculum, gall occumulations, despursed, and castidided) commenzations with the student's level of English language proficiency. The student is expected by:	(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.	(i) express opinions ranging from communicating single words and short phristee to participating in edemded discussions on a variety of social and grade-appropriate assistence bytes.	T: K-12	Studenl/Teacher				
				Student/Teacher Student/Teacher				
				Student/Teacher				
				Teacher Only	9781531137199 9781531149291	8	paragraph below bullet points	ELL Resource, page 8
				Teacher Only	9781531149291 9781531149291	83	Chapter 24 #1b	ELL Resource, page 83
				Teacher Only	9781531137199	81		
					9781531149291	61	Chapter 17 #3c	ELL Resource, page 81
m 0				Teacher Only				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of improfess or availed of purposes with an awareness of different language registers (formalirformal) using a considerability of the properties of the production of all content areas. ELLs may be a the beginning, intermediate, and varoced, or advanced high stage of English language acquisition in speaking; in other for the ELL to meet groate-level learning and expectations across he foundation and enrichment curriculum, all occumulations, despended, and castifieded; commensurate with the student's level of English language proficiency. The student is expected out:	(C) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a visitely 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	Studenl/Teacher				
				Student/Teacher				
				Student/Teacher Student/Teacher				
				Teacher Only	9781531137199	8	paragraph below bullet points	ELL Resource, page 8
				-	9781531149291 9781531137199			
				Teacher Only	9781531137199 9781531149291 9781531137199	83	Chapter 24 #1b	ELL Resource, page 83
				Teacher Only Teacher Only	9781531137199 9781531149291	81	Chapter 17 #3c	ELL Resource, page 81
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of promptee for avariety of promptee with an awareness of different singuage registers (formatiformal) using vocabulary with encessing fuency and accuracy in language and sand advanced, or advanced high stage of English language acquisition in speaking, in order for the ELL smeet grade-level learning an expectations across the foundation and enrichment curriculum, all opportunities of the expectation across should be according to the control of communications, despureed, and exalidated; commenzations with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in estended discussions on a variety of social and grade-appropriate academic topics.	(ii) express feelings ranging from communicating single words and short phrases to participating in edended discussions on a writery of social and grade-appropriate auchience topics.	NA NA	NA NA	NA	NA	NA	NA
(3) Cross curricate second language acquisition/speaking. The ELI speake in a variety of morbine for avaired of prospecs an area of surveyed or survey	(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	MA
(3) Cress-curricular secured language acquisitor/speaking. The ELL speake in an aircife of mode for a designed of progress with an awareness of different language registers (formatinformal) using vocabulary with orceasing Reurory and accuracy in language and sa all content areas. ELLs may be at the beginning, intermediate, support of the content areas. ELLs may be at the beginning, intermediate, speaking in order for the ELL brane grade-level learning expectations across the foundation and evinithment curriculum, all communications, experienced in contrasting accordance with the student's level of English language proficiency. The student is expected or:	(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	NA NA
(3) Cross-curricater second language acquisition/speaking. The ELL speake in a variety of incomplex of variety of promptees with an awareness of different language registers (formatiforormal) using vocabulary with orneasing fluency and accuracy in language and and advanced, or advanced high stage of English language acquisition in speaking, in order for the ELL brane grade-level learning and expectations across he fluoridation and entirchment curriculum, all opportunities across he fluoridation and entirchment curriculum, all communications, despursed, and excelled dec) commenquates with the student's level of English language proficiency. The student is expected but.	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(ii) explain with increasing specificity and detail as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	29	#3b, 1st bullet point	ELL Resource, page 29
				Student/Teacher	9781531137199 9781531149291	41	#4b	ELL Resource, page 41
				Student/Teacher	9781531137199	50	#2a	ELL Resource, page 50
				Student/Teacher	9781531149291			
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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
(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 and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of Engish Insurgue acquisition in speaking, in order for the ELL to meet grade-level learning expectations across het foundation and enrichment curriculum, all instruction delivered in Engish must be linguistically accommodated (communicated, sequence), and scalibidied) commensurate with the student's level of Engish language proficiency. The student is expected at the speaked are speaked as the speaked are supported and services and services and services are supported as the student's level of Engish language proficiency. The student is expected at the speaked are supported and services are supported as the speaked are supported and services are supported as the supported and services are supported as the support of the student is expected as the support of the supported and services are supported as the support of the student is expected as the supported and services are supported as the support of the student is expected as the support of the student in the support of the support of the student is expected as the support of the support of the student in the support of th	(f) adapt spoken language appropriately for formal and informal purposes	(i) adapt spoken language appropriately for formal purposes	NA NA	NA	NA .	NA NA	NA .	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of undose for a variety of purposes with an awareness of different language registers (formalir/formal) using a variety of the properties and all content areas. ELLs may be a the programs, terminal language acquisition in speaking; in order for the ELL to meet glosd-evel learning all expectations across the foundation and entir/former curriculum, all communications, despurped, and scalidadies) commencates with the student's level of English language proficiency. The student is expected out.	(i) adapt spoken language appropriately for formal and informal purposes	(ii) adapt spoken language appropriately for informal purposes	NA NA	NA NA	NA NA	NA NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of undose for a variety of purposes with an awareness of different language registers (formalirformal) using vocabulary with recessing fluency and accuracy in language arts and advanced, or advanced high stage of English language acquisition in speaking, in order for the ELL or mest grade-level kenning of expectations across the foundation and enrichment curriculum, all communications, despurped, and scraftfolder) commensurate with the student's level of English language proficiency. The student is expected or:	(J) respond only to information presented in a wide variety of print, electronic, suido, and visual media to build and reinforce concept and language attainment.	(i) respond only to information presented in a wide variety of print, electronic, audit, and visual media to build and reinforce concept assument.	NA .	NA	NA NA	NA	NA	NA
(3) Cross-curricular secured irrepasse exception/speaking. The ELL speake in a variety of runders for a variety of purposes with an awareness of different language registers (formalirformal) using vocabulary with orreasing fluency and accuracy in language are and all content seets. ELLs may be at the beginning, intermediate, and a content seets. ELLs may be at the beginning, intermediate, and a content seets. ELLs may be at the beginning, intermediate, and a content seets. ELLs may be at the beginning, intermediate, and a content seet of the ELLs may be at the beginning of the ellipse of the ELLs may be at the speaking in order for the ELL to meet grade-level excentioning expectations across the foundation and enrichment curriculum, all instruction deleved in English that be fingulated as commodated in the second of the english and the second of the english and the second of the english language proficiency. The student is expected out.	(J) respond crally to information presented in a wide variety of print, electronic, audio, 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 obtainment	NA .	NA	NA	NA	NA	NA
(4) Cross-curricular second tanguage 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 at the beginning, intermediate, advanced, or advanced high stage of English hanguage acquisition in reading in I worked for the ELL is meet grade-curricular, all instruction delivered in English must be linguistation communicates acquired and scale formatication acquired and instruction delivered in English hanguage proficiency. For kindergathern and grade 1, critical of these studier expectations apply to test read aloud for students not yet at the stage of decoding written test. The student's perceivations.	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognities, alloses, roots and base words	(i) learn relationships between sounds and letters of the English language	NA NA	NA NA	NA NA	NA NA	NA NA	NA .
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of text for a variety of purposes with an increasing level of comprehension in all content rases. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English harquage acquisition in reading in a value for for the ELL in meet grade-curriculum, all instruction delivered in English mast be linguistically accommodated (communicates, sepured, and scaliforation) commensurate with the subsert's time of English language profidency. For kindingsteptin and grade 1, ceitain of these subsert expectations apply to text med disout for students not yet at the stage of decoding written lett. The student's opened and these subsert or the student's opened.	(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognized sound-letter relationships and identifying cognities, affixes, roots and base words	(ii) decode (sound out) words using a combination of skills	NA NA	NA	NA NA	NA NA	NA NA	NA .
(4) Cross-curricular second tanguage acquisition/reading. The ELL reads a variety of test for a variety of purposes with an increasing level of comprehension in all content anses. ELLs may be the beginning, intermediate, advanced, or advanced high stage of English level dearning expectations across the foundation and enrichment curriculum, all instruction delivered in English mass be inquisited and communicated, seguenced, and scaliforally accommodated communicated, seguenced, and scaliforally commensurate with the subsert's tevel of English language proficedings, or for indexing and organized, and these subsert expectations apply to text read alloud for subserts not yet at the stage of decoding written into. The subsert is expected.	(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 .
(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 rasses. ELLs range but the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading in a deed for the ELL is most grade-language acquisition in reading in a deed from the ELL is most grade-language acquisition in reading in a deed from the ELL similar must be linguistically accommodated (communicated, sequenced, and scaliforty) accommodated (communicated, sequenced, and scalifortion) commensurate with the subsert's tevel of English language proficediency. For kindergatem and grade 1, critical of these subsert expectations apply to test medial double for students not yet at the stage of decoding written test. The student's expended in the stage of decoding written test. The student's expended in the stage of decoding written test. The student's expended in the stage of decoding written test. The student's expended in the stage of decoding written test. The student's expended in the stage of decoding written test. The student's expended in the stage of decoding written test. The student's expended in the stage of decoding written test. The student's expended in the stage of decoding written test. The student's expended in the stage of decoding written test. The student's expended in the stage of decoding written test. The student's expended in the stage of decoding written test. The student's expended in the stage of the stage of decoding written test. The student's expended in the stage of decoding written test. The stage of test and the stage of the s	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(i) develop basic sight vocabulary used routinely in written classroom materials	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	17	45	ELL Resource, page 17
				Student/Teacher	9781531137199 9781531149291	32	#2	ELL Resource, page 32
				Student/Teacher	9781531137199 9781531149291	44	#2	ELL Resource, page 44
				Student/Teacher	9781531137199 9781531149291	54	#2	ELL Resource, page 54
				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 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 beginning as present the second of the second read of the second	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehent English vocabulary and language structures used routinely in written classroom materials	(ii) derive meaning of environmental print	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	17	84	ELL Resource, page 17
				Student/Teacher	9781531137199	32	#3a	ELL Resource, page 32
				Student/Teacher	9781531149291 9781531137199	44	#3a	ELL Resource, page 44
				Student/Teacher	9781531149291 9781531137199	55	#4a, b	ELL Resource, page 55
				Teacher Only	9781531149291			
				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 exase. ELLs may be at the place level of comprehension in all content exase. ELLs may be at the place the beginning, intermediate, advanced, or advanced high stage of English level learning expectations carecto be foundation and enrichment curriculum, all instruction delivered in English must be Inquisitionally accommodated communicated, expended, and scalefully accommodated communicated, expended, and scalefully accommodated communicated, expended, and scalefully form of properties of the expension of the scaleful in language profilerations, poly to least read scaleful for insubstruct and these student expectations apply to least read scalefully accommended and the scaleful of excellent and the scaleful insubstruction of the student of the student of written text. The advanced scaleful insubstruction of the student of the written text. The advanced scaleful insubstruction of the student of the written text. The advanced scaleful insubstruction of the student of the written text. The advanced scaleful insubstruction of the student of the profileration.	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehent English vocabulary and language structures used routilely in written classroom materials	(iii) comprehend English vocabulary used routinely in written classroom materials	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	19	#Zb	ELL Resource, page 19
				Student/Teacher	9781531137199	35	#3a	ELL Resource, page 35
				Student/Teacher	9781531149291 9781531137199 9781531140301	45	#2a	ELL Resource, page 45
				Student/Teacher	9781531149291 9781531137199	56	#2a	ELL Resource, page 43 ELL Resource, page 56
				Teacher Only	9781531149291	50	TPAME	ELE MESOURCE, page 30
				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 content sease. ELLs may be at the particular content of the content sease of the content sease and the content sease and the content sease and the content sease are sease as the foundation and enrichment curriculum, affirm structulor delivered in English made be inguistately curriculum, and instruction delivered in English made being disclaimly commensurate with the student's level of English language proficiency. For kindergelpart and grade 1, entries of these student expectations apply to test need alload for students not yet at the stage of decoding written test. The suddent is expected.	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and tanguage structures used routinely in written classroom materials	(iv) comprehend English language structures used routinely in written classroom materials	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	19	52b	ELL Resource, page 19
				Student/Teacher	9781531137199 9781531149291	35	#36	ELL Resource, page 35
				Student/Teacher	9781531149291 9781531137199 9781531149291	45	#2b	ELL Resource, page 45
				Student/Teacher	9781531149291 9781531137199 9781531149291	56	#2b	ELL Resource, page 56
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(a) Cross-curricular second larguage acquisitor/teading. The ELL reads a variety of test for a variety of purposes with an orceasing level of comprehension in all content areas. ELLs may be at the beginning, infermediate, advanced, or advanced high slape of English larguage acquisition in reading, in order for the ELL or most grade- curriculum, all instruction delivered in English must be ELL to most grade- curriculum, all instruction delivered in English must be linguistated) accommendated (communicated, sequenced, and scatfloded) commensus with the student level of English insparal periodiciney, commensus with the student level of English insparal periodiciney, apply to text read stood for students not yet at the stage of decoding written text. The student's sepectars.	(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	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	20	et	ELL Resource, page 20
				Student/Teacher	9781531137199	36	#1	ELL Resource, page 36
				Student/Teacher	9781531149291 9781531137199	46	#1a, b	ELL Resource, page 46
				Student/Teacher	9781531149291 9781531137199	57	#1	ELL Resource, page 57
				Teacher Only	9781531149291			
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(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of leas fix of variety of purposes with an increasing beginning the common of the com	(E) read linguistically accommodated content area material with a decreading need for linguistic accommodations as more English is teamed.	(i) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	T: K-12	Studenl/Teacher				
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				Teacher Only	9781531137199 9781531149291 9781531137199	14	1st paragraph	ELL Resource, page 14
				Teacher Only	9781531137199 9781531149291	77	Chapter 6 #1c	ELL Resource, page 77
				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 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						[
	(F) use visual and contextual support and support from peers and					[
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	teachers to read grade-appropriate content area text, enhance and	(i) use visual and contextual support to read grade-appropriate content	T: K-12	Student/Teacher	9781531137199 9781531149291	23	#1 a, b	ELL Resource, page 23
accommodated (communicated, sequenced, and scaffolded)	(r) user visual and contentions support and support into peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	area text	S: 6-12		9781531149291	1		
commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations	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:						ĺ		
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				Student/Teacher	9781531137199 9781531149291 9781531137199	38	#1	ELL Resource, page 38
				Student/Teacher	9781531137199 9781531149291	48	#2	ELL Resource, page 48
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				Teacher Only				
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(A) Cross-curricular second language acquisition/reading. The ELL								
(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	(F) use visual and contextual support and support from peers and					ĺ		
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	teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language	(ii) use visual and contextual support to enhance and confirm	T: K-12	Student/Teacher	9781531137199	23	#2	ELL Resource, page 23
	structures, and background knowledge needed to comprehend	understanding	S: 6-12	Gladelle reaction	9781531149291		**	ELE Resource, page 25
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	increasingly challenging language					1		
apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:						ĺ		
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				Student/Teacher	9781531137199 9781531149291	48	#3	ELL Resource, page 48
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(4) Cross-curricular second language acquisition/reading. The ELL								
reads a variety of texts for a variety of purposes with an increasing						[
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					ĺ		
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	(iii) use visual and contextual support to develop vocabulary needed to	T: K-12	Student/Teacher	9781531137199	23	#1	ELL Resource, page 23
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	comprehend increasingly challenging language	S: 6-12		9781531149291	1		EEE No. 30 at Co., page 2.3
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:						[
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				Student/Teacher	9781531149291	38	#1	ELL Resource, page 38
				Student/Teacher	9781531137199 9781531149291	48	#2	ELL Resource, page 48
				Student/Teacher Teacher Only				
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(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of turbos for a variety of purposes with an increasing level of comprehension in all content areas. ELL may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet gradeled learning expectation across to first produce the extra content of								
level of comprehension in all content areas. ELLs may be at the								
language acquisition in reading. In order for the ELL to meet grade-	 (F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and 							
level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically	(r) use visual and contextual support and support into peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	 (iv) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language 	NA NA	NA NA	NA NA	NA NA	NA NA	NA NA
accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	increasingly challenging language							
accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding								
written text. The student is expected to:								
(4) Cross-curricular second language acquisition/reading. The ELL								
reads a variety of tayte for a variety of numpees with an increasing						1		
level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English	(F) use visual and contextual support and support from peers and					ĺ		
language acquisition in reading. In order for the ELL to meet grade- level learning expectations across the foundation and enrichment	teachers to read grade-appropriate content area text, enhance and	(v) use visual and contextual support to develop background	T: K-12	Student/Teacher	9781531137199	25	#2b	ELL Resource, page 25
curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded)	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 incomplete the language language.	knowledge needed to comprehend increasingly challenging language	S: 6-12	Ciddent I Bacillet	9781531149291			ccc resource, page 25
accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kinderoarten and grade 1, certain of these student expectations	increasingly challenging language					1		
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		
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				Student/Teacher	9781531137199 9781531149291	40	#2a	ELL Resource, page 40
				Student/Teacher	9781531137199 9781531149291	50	#1	ELL Resource, page 50
				Student/Teacher Teacher Only				
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				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL						1		
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						1		
beginning, intermediate, advanced, or advanced high stage of English	(F) use visual and contextual support and support from peers and					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	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	T: K-12	Student/Teacher	9781531137199	27	#1e	ELL Resource, page 27
	structures, and background knowledge needed to comprehend increasingly challenging language	content area text	S: 6-12		9781531149291	1		
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commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations						l		
accommodate (commonated), sequence, and scandingly 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:								

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Support Treatment (Company programments) and company programments (Company programments) and company programments) and company programme	ELL Resource, page 27 ELL Resource, page 27 ELL Resource, page 41 ELL Resource, page 51
Commented recorded improve perspections of the perspective of the pe	ELL Resource, page 27 ELL Resource, page 41 ELL Resource, page 51 ELL Resource, page 52
(i) One control record tagging exposition hashing the ELL result is recorded to exposition and exposition	ELL Resource, page 41 ELL Resource, page 51 ELL Resource, page 28
(if Code-control record language proportionality in ELL) and of comprehensive and control reset. ELL may be a fire and of comprehensive and control reset. ELL may be a fire and of comprehensive and control reset. ELL may be a fire and of comprehensive and the control reset. ELL may be a fire and of comprehensive and the control reset. ELL may be a fire and of comprehensive and the control reset. In the control reset is a comprehensive and the control reset is a control reset in the control reset in the control reset is a control reset in the control reset in t	ELL Resource, page 41 ELL Resource, page 51 ELL Resource, page 28
(6 Cines control a record language possibility middles). The ELL stay to a site beginning intermediated and an experimental of the stay of	ELL Resource, page 41 ELL Resource, page 51 ELL Resource, page 28
India to valid of test for a validing displacement with in Forential Experience (James Annual Agents and Common Agents a	ELL Resource, page 41 ELL Resource, page 51 ELL Resource, page 28
Subsert leacher 9781511137109 51 83 Subsert Teacher 978151137109 51 83 Subsert Teacher 079 Teacher ON9 (4) Cross-curricular second language exquisition in reading in order for the ELL in one gradewing subserving in the solution series of England language exquisition in reading in order for the ELL in one gradewing subserving in series and subserving in order for the ELL in one gradewing subserving in series and subserving in order for the ELL in one gradewing subserving in series and subserving in order for the ELL in one gradewing subserving in series and subserving in order for the ELL in one gradewing subserving in series and subserving in order for the ELL in one gradewing subserving in series and subserving in order for the ELL in one gradewing subservi	ELL Resource, page 51 ELL Resource, page 28
Student Teacher (by Teacher (b	ELL Resource, page 28
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of purposes with an increasing beginning, irremediate, absenced, or salk-reading shaped or finglish language acquisition in eating, in order for the ELL is most granular standard in the Salk-read or explaint that the Salk-read or explaint that shaped is read or finglish may be largely purchased, and salk-read or explaint may be largely purchased, and salk-read or explaint may be largely purchased, and salk-read or explaint that shaped is read of explaint may be largely purchased, and salk-read or explaint may be largely as the state of explaint may be largely purchased, and salk-read and salk-read or explaint may be largely as the state of explaint may be largely purchased, and salk-read or explaint may be largely as the state of explaint may be largely purchased, and salk-read or explaint may be largely as the state of explaint may be largely purchased, specific for explaint may be largely as the state of explaint may be largely as the largely	
Teacher Coty (4) Cross-curricular second language acquisition/heading. The ELL reads a variety of purposes with an increasing level of comprehending and contendant support and support from peers and teachers to develop variety of purposes with an increasing level of comprehending and contendant support and support from peers and teachers to develop variety of purposes with an increasing level of comprehending and contendant support and support from peers and teachers to develop variety of teacher or send grade-appropriate content are set, enhance and continuous and support s	
(4) Cross-curricular second language acquisition/reading. The ELL treats its orderly of purple set with an extraction of purple set with the student's level of English insulation, and contendate and set, enhance and confirmmentants with the student's level of English insulation, and contendate and set, enhance and confirmmentants with the student's level of English insulation, and contendate and set, enhance and confirmmentants with the student's level of English insulation, and contendate and set, enhance and confirmmentants with the student's level of English insulation, and contendate and set of English insulation, and set o	
(d) Cross-curricular second language acquisition/reading. The ELL residue so variety of purposes with an increasing plant of support from peers and background residues and an entire elements and available of English Impurgues acquisition in reading. In order for the ELL meet grade-level learning experiencians, advanced high stage for English Impurgues acquisition in reading. In order of the ELL meet grade-level learning experiencians, and increasing the experience of the expe	
reads a variety of tests for a variety of purposes with an increasing seried comprehending and contents. ELLs meet grade-increased the production and contents and support from peers and teachers to make grade-sport sport sport and support from peers and teachers to make grade-sport sport	
Student leacher 97853114991 42 #20	ELL Resource, page 42
Student Feacher 9781531147/99 52 420	
Student Teacher Teacher Coty	ELL Resource, page 52
Teacher Coty Teacher Coty (4) Cross-curricular second language acquisition/reading. The ELL red to savely of suppose with an increasing	
Teacher Only (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of purposes with an increasing level of comprehension and contract speak. ELL may be at the be	
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of test for a vary of purposes with an increasing level of comprehension in all content agrees. ELLs may be at the test the forms the comprehension of the content agree of the comprehension of the content agree of the con	
level of comprehension in all content areas. ELLs may be at the	
beginning, intermediate, advanced, or advanced high stage of English language accession in reading, in extend or the CEL to me tigate (F) use visual and consentual support and support from peers and support accession in reading, in charge from the CEL to me tigate (F) use visual and consentual support and support from peers and support accession in reading, in charge from the CEL to me tigate (F) use visual and consentual support and support from peers and support accession in reading, in charge from the CEL to me tigate (F) use visual and consentual support and support from peers and support accession in reading, in charge from the CEL to me tigate (F) use visual and consentual support and support from peers and support accession in reading, in charge from the CEL to me tigate from the	ELL Resource, page 28
StudentTeacher 9781531137199 42 #1b	ELL Resource, page 42
3703714230	ELL Resource, page 52
Suderi Teacher	
Teacher Coty Teacher Coty	
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 comprehending and content and support from peers and bacteria in all content assets. ELLs may be a first the beginning, intermediate, advanced, or advanced, or advanced plan the beginning, intermediate, advanced, or advanced plan that is of the beginning, intermediate, advanced, or advanced plan that is of the beginning, intermediate, advanced, or advanced plan that is officially advanced plan that is officially asset in the student of advanced plan that is operated by a commondate decirior stars that is operated by a commondate officially and the student of septiments and plan that is operated by a commondate officially and the student of septiments and plan that is operated by a commondate officially and the student of	ELL Resource, page 30
	ELL Resource, page 43
	ELL Resource, page 53
Student Facility Student Facility	
Teacher Only	
(4) Cross-curricular second language acquisition/wadage, The ELL reads a variety of tests for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the seguring, limiter medials, advanced, by advanced high stage of English to the seguring intermedials, advanced, and subject of subject of the seguring intermedials, advanced, and subject of subject of the seguring intermedials, advanced, and subject of subject of the seguring intermedials, advanced, and subject of subject of the seguring intermedials, advanced, and subject of the seguring intermedials, and subject of the seguring intermedials, subject on the seguring intermedials, and subject of the seguring intermedials, subject on the seguring	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 text for a variety of purposes with an increasing level of comprehension in all content reases. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English the level learning expectations carrols be loundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated communicated, sequenced, and scaliford, occumensurate with the student's level of English language proficed communicated, sequenced, and scaliford proficed profit of the sequenced of the scaliford communication and these student expectations in the sequenced of the sequenced of the scaliford communication and these student expectations in the student in the sequenced of seconding written text. The student is expected to yet at the stage of decoding written text. The student 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 tevel needs	(ii) demonstrate comprehension of increasingly complex English by reselling or summarizing material commensurate with content area and grade level needs	T: K-12 S: 8-12	Student/Teacher	9781531137199 9781531149291	30	#1c	ELL Resource, page 30
				Student/Teacher	9781531137199 9781531149291	45	#3b	ELL Resource, page 45
				Student/Teacher	9781531137199 9781531149291	50	#3	ELL Resource, page 50
				Student/Teacher	5701551143251			
				Teacher Only Teacher Only				
				Teacher Only Teacher Only				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of text for a variety of purposes with an increasing level of comprehension in all context rease. ELL any give at the beginning, intermediate, advanced, or advanced high stage of Engight hanguage acquisition in reading. In order for the ELL benefit particular elevel sering espectations across the foundation and entichment curriculum, affirmation delevered in Engight and be inagistically curriculum, affirmation delevered in Engight may be registrately commensurate with the subserts level of Engight hanguage proficiency. For kindergathen and grade 1, calcinal of these student expectations apply to text read about for students not yet at the stage of decoding written text. The student is expected.	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to proastions, 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: 8-12	Teacher Uniy Student/Teacher	9781531137199 9781531149291	25	#2c	ELL Resource, page 25
				Student/Teacher	9781531137199	52	#1	ELL Resource, page 52
				Student/Teacher	9781531149291 9781531137199	57	#2	ELL Resource, page 52 ELL Resource, page 57
				Student/Teacher	9781531149291	5/	72	ELL Resource, page 57
				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 content areas. ELL may be at the feature of the comprehension in all content areas. ELL may be at the feature of the comprehension in the content of the ELL benefit and the language acquisition in reading in content for the ELL benefit and curriculum, all instruction delivered in English mate being legislately continued to the content of the cont	(c) demonstrate comprehension of increasingly complex English by participating in shared reading, reletting or summarizing material, responding to questions, and taking notes commensurate with content area and grade level reeds	(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	9781531137199 9781531149291	30	#1a	ELL Resource, page 30
				Student/Teacher	9781531137199 9781531149291	45	#1b	ELL Resource, page 45
				Student/Teacher				
				Student/Teacher Teacher Only				
				Teacher Only Teacher Only				
				Teacher Only				
(4) Cross-curricular second language acquisitoriveating. The ELL reads a variety of test for la variety of purposes with an increasing level of comprehension in all content areas. ELL range be at the faithful content of the content of the content of the end of the language acquisition in reading in order for the ELL ment grade-level learning espectations across the foundation and enrichment curriculum, all instruction delivered in English mate level regulatedly curriculum, all instruction delivered in English materials regulatedly commensurate with the subsent's level of English language proficiency. For kindergarban and grade 1, calcinal of these student expectations apply to test mad about for students not yet at the stope of decoding written into. The student's expectation of the student's expectations.	(14) 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.
(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 rases. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English level & Comprehension in all content rases. ELLs may be at the place of the content of the cont	(H) read sliently 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 tests for a variety of purposes with an increasing level of comprehension in all content enses. ELLs may be at the register law of comprehension in all content enses. ELLs may be at the register language acquisition in reading, in order for the ELL to meet grade-level learning expectations across the clustdesn and enrichment curriculum, all instruction delivered in English must be linguistically accommodated communication, sequenced, and scaliforation accommodated communication sequenced, and scaliforation communication and communication of the	(f) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of text and distinguishing main ideas from details commensurate 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 .	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 ourcoses with an increasing								
(v) Ordos-Curricida sections any apage acquisition relating; rine Ect., reads a variety of tests for a wratery of purposes with an increasing level of comprehension in all controller areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading; in order for the ELL to meet grade- level learning expectations across the foundation and enrichment	(I) demonstrate Findish comprehension and expand reading skills by							
language acquisition in reading. In order for the ELL to meet grade- level learning expectations across the foundation and enrichment	employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing	(ii) expand reading skills commensurate with content area needs	NA NA	NA NA	NA NA	NA NA	NA .	NA NA
curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scalfolded) commensurate with the student's level of English language proficiency.	(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 graphic sources, summarzing text and distinguishing main ideas from details commensurate with content area needs	(")						
For kindergarten and grade 1, certain of these student expectations								
For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:								
(A) Cross surrigular accord language acquisition/reading. The ELL								
(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 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-								
beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-	(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections							
sanguage acquisition in resolut, in order for the ELL to meet grade- level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (commiciated, sequenced, and scalfolder) commensurate with the student's level of English language proficiency.	between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	 (i) demonstrate English comprehension and expand reading skills by employing inferential skills 	NA NA	NA	NA NA	NA NA	NA NA	NA NA
accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	with content area needs							
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:								
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing								
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-								
language acquisition in reading. In order for the ELL to meet grade- level learning expectations across the foundation and enrichment	(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and	(i) demonstrate English comprehension and expand reading skills by employing analytical skills	NA NA	NA.	NA NA	NA NA	NA NA	NA NA
level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded)	employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs	employing analytical skills	100	101	101	100		
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								
apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:								
(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			T: K-12		9781531137199			
	 (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English 	 (i) learn relationships between sounds and letters of the English language to represent sounds when writing in English 	S: 6-12	Student/Teacher	9781531137199 9781531149291	16	#2	ELL Resource, page 16
scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student								
expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:								
				Student/Teacher	9781531137199	33	#3c	ELL Resource, page 33
				Student/Teacher	9781531149291 9781531137199	44	#1	ELL Resource, page 44
				Student/Teacher	9781531149291 9781531137199 9781531149291	55	#3	ELL Resource, page 55
				Teacher Only Teacher Only	9/01031149291			
				Teacher Only Teacher Only				
(5) Cross-curricular second language acquisition/writing. The ELL				Teacher Only				
(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	 (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary 	(i) write using newly acquired basic vocabulary	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	18	#1a	ELL Resource, page 18
linguistically accommodated (communicated, sequenced, and scalfolded) commensurate with the student's level of English language proficiency. For kindergaten and grade 1, certain of these student								
proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The								
student is expected to:					9781531137199			
				Student/Teacher	9781531137199 9781531149291 9781531137199	34	#2a	ELL Resource, page 34
				Student/Teacher	9781531149291	45 56	#3b	ELL Resource, page 45
				Teacher Only	9781531137199 9781531149291	56	#2a	ELL Resource, page 56
				Teacher Only Teacher Only				
				Teacher Only				
(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 bight and Epolish programs are advantaged by the second second and advanced by the content of Epolish programs.								
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	(B) write using newly acquired basic vocabulary and content-based	(ii) write using content-based grade-level vocabulary	T: K-12	Student/Teacher	9781531137199	18	#1a	ELL Resource, page 18
linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language	grade-level vocabulary	, ,	S: 6-12	appropriate and the property and	9781531149291			
proficiency. For kindergarten and grade 1, certain of these student								
expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:								
generating original written text using a standard writing system. The student is expected to:				Student/Teacher	9781531137199 9781531149291	36	#2b	ELL Resource, page 35
generating original written text using a standard writing system. The student is expected to:				Student/Teacher	9781531149291 9781531137199 9781531149291	45	#36	ELL Resource, page 45
generating original written text using a standard writing system. The student is expected to:				Student/Teacher Student/Teacher	9781531149291 9781531137199			
generating original written text using a standard writing system. The student is expected to:				Student/Teacher Student/Teacher Teacher Only Teacher Only	9781531149291 9781531137199 9781531149291 9781531137199	45	#36	ELL Resource, page 45
generating original writins host using a standard writing system. The student is expected to:				Student/Teacher Student/Teacher Teacher Only	9781531149291 9781531137199 9781531149291 9781531137199	45	#36	ELL Resource, page 45

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
(s) Cross-curricular second language acquisition/writing. The ELL writes in a variety of brown with increasing accuracy to effectively address a specific purpose and audience in all content a reason. ELFO states of the property of the content of content of the	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(i) spell familiar English words with increasing accuracy	T: K-12 \$: 8-12	Student/Teacher	9781531137199 9781531149291	21	45	ELL Resource, page 21
				Student/Teacher	9781531137199 9781531149291	37	#4	ELL Resource, page 37
				Student/Teacher	9781531137199	47	#4	ELL Resource, page 47
					9781531149291 9781531137199	***		
				Student/Teacher	9781531149291	57	#3	ELL Resource, page 57
				Teacher Only Teacher Only				
				Teacher Only Teacher Only				
(6) 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 stems. ELLS address a specific purpose and audience in all content stems. ELLS stage of English language acqueistion in writing, in order for the ELLs on meel grade-level learning expectations across foundation and enrichment curriculum, all instruction delivers in English must be activated to the expectation of the square of productions of the square of productions of the expectation of the expe	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns 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: 8-12	Student/Teacher	9781531137199 9781531149291 9781531137199	20	84	ELL Resource, page 20
				Student/Teacher	9781531137199 9781531149291 9781531137199	36	#2	ELL Resource, page 36
				Student/Teacher	9781531149291	47	#3	ELL Resource, page 47
				Student/Teacher	9781531137199 9781531149291	57	#4	ELL Resource, page 57
				Teacher Only				
				Teacher Only Teacher Only				
				Teacher Only				
(s) Cross-curricular second language acquisition/writing. The ELL written in a variety of forms with increasing accuracy to efficiency address a specific puppose and audience in all content of sense. Ellipsis and a sense of the sense of	(C) spell familiar English words with increasing accuracy, and employ English spelling patients and rules with increasing accuracy as more English is acquired:	(iii) employ English spelling rules with increasing accuracy as more English is acquired	T: K-12 S: 8-12	Student/Teacher	9781531137199 9781531149291	20	84	ELL Resource, page 20
				Student/Teacher	9781531137199	36	#3	511 Dayway 200 20
					9781531149291 9781531137199			ELL Resource, page 36
				Student/Teacher		46	#2	ELL Resource, page 46
				Student/Teacher	9781531137199 9781531149291	57	#4	ELL Resource, page 57
				Teacher Only Teacher Only				
				Teacher Only				
(6) Cross-curricular second language acquisition/writing. The ELL writes in a variety of brown with increasing accuracy to effectively under its average of the property of th	(D) edit willing for standard grammar and usage, including subject- vetb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(i) edit writing for standard grammar and usage, including subject-verb agreement commerciarise with grade-level expectations as more English is acquired	T: K-12 S: 8-12	Teacher Only Student/Teacher	9781531137199 9781531149291 9781531137199	24	#45i	ELL Resource, page 24
				Student/Teacher	9781531137199 9781531149291 9781531137199	39	#4bi	ELL Resource, page 39
				Student/Teacher	9781531137199 9781531149291	49	#4bi	ELL Resource, page 49
				Student/Teacher Teacher Only				
				Teacher Only				
				Teacher Only Teacher Only				
(6) Cross-curricular second language acquisition/writing. The ELI writies in a variety of times with increasing accuracy to effectively writies in a variety of times with increasing accuracy to effectively may be at the Experimen, intermediate, advanced, or advanced high stage of English language acquaistion in writing, in order for the ELI to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be actified to the experimental expectation of the experimental expectation of the experimental expectation of or apply until the student is law excliped the stage of generating original writine host using a standard writing system. The student is expected to:	(D) edit writing for standard grammar and usage, including subjectives agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.	(ii) edit writing for standard grammar and usage, including pronoun agreement, commerciumte with grade-level expectations as more English is acquired	T: K-12 S: 8-12	Student/Teacher	9781531137199 9781531149291	24	645ii	ELL Resource, page 24
				Student/Teacher	9781531137199 9781531149291	39	#4bii	ELL Resource, page 39
				Student/Teacher	9781531143291 9781531137199 9781531149291	49	#4bii	ELL Resource, page 49
				Student/Teacher Teacher Only				
				Teacher Only				
				Teacher Only Teacher Only				
				reacher 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
(6) Cross-curricate second language acquisition/erriting. The ELL written is a variety of terms with resembling accuracy to directively address a specific purpose and audience in all content stress. 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 towards and an errichment curriculum, all instruction delivered in English must be accepted to the conformation of the expectation of the expectation of the expectation of the expectation of the policy of the expectation of our apply until the student level and first based and expectations of our apply until the student has reached the stage of generating original writine text using a standard writing system. The student is respected to it.	(D) edit writing for standard grammar and usage, including subject- verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	(iii) edit witing for standard grammar and usage, including appropriate with strases, commensurate with grade-level expectations as more lingtish is acquired	T: K-12 S: 8-12	Student/Teacher	9781531137199 9781531149291	24	#45iii	ELL Resource, page 24
				Student/Teacher	9781531137199 9781531149291	39	#4biii	ELL Resource, page 39
				Student/Teacher	9781531149291 9781531137199	49	#4biii	ELL Resource, page 49
				Student/Teacher	9781531149291			
				Teacher Only				
				Teacher Only Teacher Only				
				Teacher Only				
(5) Cross-curricater second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to defectively address a specific purpose and audience in all content arease. 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-tere learning especiations across foundation and to interpretate the second	(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) processes on the content area writing commensurate with grade level expectations such as (ii) processes are (apostrophe =) correctly, and, (iii) using negatives and contractions correctly	(i) employ increasingly compiles grammatical structures in content area writing commensurate with grade level expectations	T: K-12 S: 6-12	Studenl/Teacher	9781531137199 9781531149291	25	#2d	ELL Resource, page 25
				Student/Teacher	9781531137199 9781531149291	40	#2b	ELL Resource, page 40
				Student/Teacher	9781531137199	50	#3	ELL Resource, page 50
				Student/Teacher	9781531149291			
				Teacher Only Teacher Only				
				Teacher Only				
				Teacher Only				
(6) Cross-curricular second language acquisition/writing. The ELL written in a variety of toms with increasing accuracy to effectively the control of the	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(i) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	27	12	ELL Resource, page 27
				Student/Teacher	9781531137199 9781531149291	41	#4a	ELL Resource, page 41
				Student/Teacher	9781531137199	51	#1b	ELL Resource, page 51
				Student/Teacher	9781531149291			
				Teacher Only				
				Teacher Only Teacher Only				
				Teacher Only				
(5) Cross-curricular second language acqualision/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 acqualation in writing, in order for the ELL to meet grade-the learning expectations areas for some and a content of the expectation and the important of the expectation and the important of the expectation of the expectation of the expectation of the expectation of our apply valid the students is even of English language proficiency. For kindergarten and grade 1, certain of these student expectations of our apply valid the student is large of the stage of generating original writine text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and correcting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	29	#38, 3rd builet point	ELL Resource, page 29
	<u> </u>			Student/Teacher	9781531137199 9781531149291	42	#1a	ELL Resource, page 42
				Student/Teacher	9781531137199 9781531149291	52	#2a	ELL Resource, page 52
				Student/Teacher				
				Teacher Only Teacher Only				
				Teacher Only Teacher Only		_		
(5) Cross-curricular second language acquisition/writing. The ELL				reacher Only				
(c) Urbide-curricular second language acquasion/writing. The ELI. Address a specific purpose and audience in all content resus. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of Engish inlanguage acquaition in writing, in order for the ELI to enrichment curriculum, all instruction delivered in Engistically accommodated (communicated, sequenced, and scaffolded) commensusates with the student's level of Engish Integrate expectations of or dapply will the student have reached the stage of expectations of or dapply will the student have reached the stage of generating original writins text using a standard writing system. The student is expected to:	(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	(iii) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	T: K-12 S: 8-12	Student/Teacher	9781531137199 9781531149291	29	#3b, 2nd buillet point	ELL Resource, page 29
				Student/Teacher	9781531137199 9781531149291	42	#1a	ELL Resource, page 42
				Student/Teacher	9781531149291 9781531137199 9781531149291	52	#2a	ELL Resource, page 52
				Student/Teacher				
				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
(5) Cross-curricular second language acquisition/writing. The ELL writes in a veriety of horms with increasing accuracy to effectively when it is a very consistent of the entire consistency to the extraction of the entire consistency to the entire cons	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(i) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired	T: K-12 S: 8-12	Student/Teacher	9781531137199 9781531149291	31	62	ELL Resource, page 31
				Student/Teacher	9781531137199 9781531149291	43	#3	ELL Resource, page 43
				Student/Teacher	9781531137199 9781531149291	53	#2	ELL Resource, page 53
				Student/Teacher	5701051140251			
				Teacher Only Teacher Only				
				Teacher Only				
				Teacher Only				
(6) Cross-curricular second language acqualisation/writing. The ELL writtee in a variety of toms with invessing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the leptimine, intermediate, advanced, or advanced high stage of English targuage acqualation in writing in order for the ELL to meet grade-level learning expectations across foundation and the language acqualation in writing in order for the ELL to see the properties of the expectation and the language proficiency. For kindrageather and grade 1, centain of these student expectations of on tapply until the student is level of English flanguage proficiency. For kindrageather and grade 1, centain of these student expectations of on tapply until the student has excelled the stage of generating original writine had using a standard writing system. The student is a reposited to:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(ii) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired	T: K-12 S: 6-12	Student/Teacher	9781531137199 9781531149291	31	12	ELL Resource, page 31
				Student/Teacher	9781531137199 9781531149291	43	#3	ELL Resource, page 43
				Student/Teacher	9781531137199 9781531149291	53	#2	ELL Resource, page 53
				Student/Teacher				
				Teacher Only Teacher Only				
				Teacher Only				
				Teacher Only				
(5) Cross-curricular second language acquisite/invelling. The ELL writes in a variety of forms with invessing accuracy to fettively address a specific purpose and audience in all content areas. ELLs may be at the lepairing, 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 environment curriculum, all instruction delivered in English must be extended and e	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	T: K-12 S: ê-12	Student/Teacher	9781531137199 9781531149291	31	62	ELL Resource, page 31
				Student/Teacher	9781531137199 9781531149291	43	#3	ELL Resource, page 43
				Student/Teacher	9781531137199 9781531149291	53	#2	ELL Resource, page 53
				Student/Teacher	5701051145251			
				Teacher Only Teacher Only				
				Teacher Only				
				Teacher Only				