



Goodheart-Willcox Publisher Correlation of <i>TEXAS COLLEGE READINESS AND STUDY SKILLS</i> ©2021 to Texas §74.4 English Language Proficiency Standards (ELPS)	
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	
(A) use prior knowledge and experiences to understand meanings in English	
(i) use prior knowledge to understand meanings in English	Study Skills: Pg. 51 Use Prior Knowledge Study Skills: Pg. 48 bullet 2 (prior knowledge) Study Skills: Pg. 74 Memory Retrieval
(ii) use prior experiences to understand meanings in English	Study Skills: Pg. 48 bullet 2 (prior knowledge) Study Skills: Pg. 74 Memory Retrieval Study Skills: Pg. 51 Use Prior Knowledge
(B) monitor oral and written language production and employ self-corrective techniques or other resources	
(i) monitor oral language production and employ self-corrective techniques or other resources	Soft Skills: Pg. 128 Clear Speech Soft Skills: Pg. 47–48 Language Study Skills: Pg. 82 Oral Exams paragraphs 3–5 Soft Skills: Pg. 70 Application #4
(ii) monitor written language production and employ self-corrective techniques or other resources	Study Skills: Pg. 81 paragraph 2 (second bulleted list on page) Study Skills: Pg. 102 Formatting a Paper paragraphs 4–5 Soft Skills Companion Website: Activity SS10-2 Editing Skills Soft Skills: Pg. 92 Application #9
(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
(i) use strategic learning techniques to acquire basic and grade-level vocabulary	Study Skills: Pg. 65 bullet 2 (mapping) Study Skills: Pg. 72–73 Rote Learning Study Skills: Pg. 43 Develop a Routine Study Skills: Pg. 44 Glossary Terms (review the glossary terms)
(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
(i) speak using learning strategies	Soft Skills: Pg. 54 Verbal Communication Soft Skills: Pg. 56–57 Nonverbal Communication, Body Language, Eye Contact, Touch Study Skills: Pg. 42 paragraph 4 (synonym) Soft Skills: Pg. 128 Clear Speech
(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	Study Skills: Pg. 59 Provide Feedback Soft Skills: Pg. 63 Introducing Yourself Soft Skills: Pg. 55–56 Speaking Situations Soft Skills: Pg. 70 Application #4

(ii) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	Study Skills: Pg. 43 Develop a Routine bullet 2 (keep a vocabulary journal) Soft Skills: Pg. 89 Thank-You Notes Soft Skills: Pg. 84 Letters Soft Skills: Pg. 87 E-Mail
(iii) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	Study Skills: Pg. 59 Provide Feedback Study Skills: Pg. 82 Oral Exams Soft Skills: Pg. 49 Jargon Soft Skills: Pg. 52 #9–10
(iv) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	Study Skills: Pg. 64 Note Taking, paragraph 1 Study Skills: Pg. 80–81 Essay Study Skills: Pg. 96–102 Chapter 13 Writing a College Paper (all) Study Skills: Pg. 59 Summarize
(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	Soft Skills: Pg. 49 Biased Words Study Skills: Pg. 100 Bias, last sentence Soft Skills: Pg. 47 Language
(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
(i) demonstrate an increasing ability to distinguish between formal and informal English	Soft Skills: Pg. 47–48 Language (formal, informal) Soft Skills: Pg. 49 paragraph 2 (slang) Soft Skills: Pg. 49 Jargon and Clichés paragraph 2 (clichés)
(ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	Soft Skills: Pg. 47–49 Language (formal, informal) Soft Skills: Pg. 49 Jargon and Clichés paragraph 2 (clichés) Study Skills: Pg. 100 Tone Study Skills: Pg. 59 Provide Feedback, paragraph 2 sentences 3–4
(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	
(i) develop and expand repertoire of learning strategies	Study Skills: Pg. 10–13 Learning Styles Soft Skills: Pg. 48 paragraphs 2–3 (denotation, connotation) Soft Skills: Pg. 49 Jargon and Clichés, Euphemisms Soft Skills: Pg. 143–146 Punctuation
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	
(A) distinguish sounds and intonation patterns of English with increasing ease	
(i) distinguish sounds of English with increasing ease	Soft Skills: Pg. 73 Listening Process paragraph 2 Soft Skills: Pg. 54 last paragraph (modulation, pitch, intonation) Soft Skills Companion Website: Soft Skills Activity 9-1 Listening Skills Soft Skills: Pg. 82 Internet Activity (Active vs. Passive Listening)
(i) distinguish intonation patterns of English with increasing ease	Soft Skills: Pg. 54 last paragraph (modulation, pitch, intonation) Soft Skills: Pg. 73 Listening Process paragraph 2 Soft Skills Companion Website: Soft Skills Activity 9-1 Listening Skills Soft Skills: Pg. 82 Internet Activity (Active vs. Passive Listening)
(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	

(i) recognize elements of the English sound system in newly acquired vocabulary	Study Skills: Pg. 57 Active Listening, paragraph 3, bullet 2 (decode) Study Skills: Pg. 43 Develop a Routine bullet 4 (listen to others) Soft Skills: Pg. 78 Fight Barriers, bullet 1 Soft Skills Companion Website: Soft Skills Activity 9-1 Listening Skills
(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	
(i) learn new language structures heard during classroom instruction and interactions	Study Skills: Pg. 65 Taking Notes in Class paragraph 1 (active learning) Study Skills: Pg. 64 Note Taking paragraph 2 Soft Skills: Pg. 75 all Soft Skills: Pg. 55–56 Speaking Situations
(ii) learn new expressions heard during classroom instruction and interactions	Study Skills: Pg. 49 Jargon and Clichés, Euphemisms Soft Skills: Pg. 75 all Study Skills: Pg. 65 Taking Notes in Class paragraph 1 (active learning) Soft Skills: Pg. 55–56 Speaking Situations
(iii) learn basic vocabulary heard during classroom instruction and interactions	Soft Skills: Pg. 75 all Soft Skills: Pg. 55–56 Speaking Situations Study Skills: Pg. 65 Taking Notes in Class paragraph 1 (active learning) Study Skills: Pg. 64 Note Taking paragraph 2
(iv) learn academic vocabulary heard during classroom instruction and interactions	Study Skills: Pg. 65 Taking Notes in Class paragraph 1–3 Study Skills: Pg. 65 Taking Notes in Class paragraph 1 Soft Skills: Pg. 75 all Soft Skills: Pg. 55–56 Speaking Situations
(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	Study Skills: Pg. 59 Provide Feedback paragraph 2 Study Skills: Pg. 65 Taking Notes in Class paragraph 1–2 Study Skills: Pg. 59 Summarize Study Skills: Pg. 59 Fight Barriers paragraph 3
(ii) seek clarification [of spoken language] as needed	Study Skills: Pg. 59 Provide Feedback Soft Skills: Pg. 128 Careful Listening bullet 2
(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	
(i) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	Study Skills: Pg. 65 Taking Notes in Class bulleted list (Cornell, Mapping, Charting) Study Skills: Pg. 65 Taking Notes in Class paragraph 1 (examples on the board) Study Skills: Pg. 10–11 Visual Learners
(ii) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	Soft Skills: Pg. 47 paragraph 2 (context) Study Skills: Pg. 41 Context Clues Study Skills: Pg. 64 paragraph 3 (listening to a lecture) Study Skills: Pg. 65 Taking Notes in Class paragraph 1
(iii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	Study Skills: Pg. 59 Provide Feedback Study Skills: Pg. 64 paragraph 3–4 Study Skills: Pg. 65 Taking Notes in Class paragraph 1–3 Soft Skills: Pg. 56 paragraph 1-2 (interpersonal communication, group discussion)
(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	

(i) listen to and derive meaning from a variety of media to build and reinforce concept attainment	Soft Skills Companion Website: Listening Skills Video http://www.g-wlearning.com/careereducation/8267/ch09/video01.htm Soft Skill Companion Website: Skills Practice Activity SS9-1 Listening Skills Study Skills: Pg. 77 Internet Activity (Short-Term vs. Long-Term Memory) Soft Skills: Pg. 82 Internet Activity (Active vs. Passive Listening)
(ii) listen to and derive meaning from a variety of media to build and reinforce language attainment	Soft Skills Companion Website: Listening Skills Video http://www.g-wlearning.com/careereducation/8267/ch09/video01.htm Soft Skills Companion Website: Activity SS9-1 Listening Skills Study Skills: Pg. 77 Internet Activity (Short-Term vs. Long-Term Memory) Soft Skills: Pg. 82 Internet Activity (Active vs. Passive Listening)
(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	
(i) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar	Soft Skills: Pg. 55–56 Speaking Situations Soft Skills: Pg. 63–64 Introductions (familiar: Introducing Yourself; less familiar: Introducing Others; unfamiliar: Introducing Speakers)
(ii) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar	Soft Skills: Pg. 55–56 Speaking Situations Soft Skills: Pg. 63–64 Introductions (familiar: Introducing Yourself; less familiar: Introducing Others; unfamiliar: Introducing Speakers)
(iii) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar	Soft Skills: Pg. 55–56 Speaking Situations Soft Skills: Pg. 63–64 Introductions (familiar: Introducing Yourself; less familiar: Introducing Others; unfamiliar: Introducing Speakers)
(iv) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar	Soft Skills: Pg. 55–56 Speaking Situations Soft Skills: Pg. 63–64 Introductions (familiar: Introducing Yourself; less familiar: Introducing Others; unfamiliar: Introducing Speakers)
(v) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar	Soft Skills: Pg. 55–56 Speaking Situations Soft Skills: Pg. 63–64 Introductions (familiar: Introducing Yourself; less familiar: Introducing Others; unfamiliar: Introducing Speakers)
(vi) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar	Soft Skills: Pg. 55–56 Speaking Situations Soft Skills: Pg. 63–64 Introductions (familiar: Introducing Yourself; less familiar: Introducing Others; unfamiliar: Introducing Speakers)
(vii) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar	Soft Skills: Pg. 55–56 Speaking Situations Soft Skills: Pg. 63–64 Introductions (familiar: Introducing Yourself; less familiar: Introducing Others; unfamiliar: Introducing Speakers)
(viii) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar	Soft Skills: Pg. 55–56 Speaking Situations Soft Skills: Pg. 63–64 Introductions (familiar: Introducing Yourself; less familiar: Introducing Others; unfamiliar: Introducing Speakers)
(ix) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar	Soft Skills: Pg. 55–56 Speaking Situations Soft Skills: Pg. 63–64 Introductions (familiar: Introducing Yourself; less familiar: Introducing Others; unfamiliar: Introducing Speakers)

(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
(i) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations	Study Skills: Pg. 65 Taking Notes in Class paragraphs 2-3 Soft Skills: Pg. 76 Listen to Persuasive Talk Soft Skills: Pg. 48 paragraph 3 (connotation)
(ii) understand information in increasingly complex spoken language commensurate with grade-level learning expectations	Soft Skills: Pg. 75 Listen for Specific Information paragraph 2 Soft Skills: Pg. 76 Listen to Persuasive Talk Soft Skills: Pg. 48 paragraph 2 (denotation)
(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
(i) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs	Soft Skills: Pg. 75 Listen to Instructions Study Skills: Pg. 64 Note Taking paragraphs 2–3 Study Skills: Pg. 58 paragraph 3 (paying attention to instructions)
(ii) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs	Soft Skills: Pg. 75 Listen to Instructions paragraph 2–3 Study Skills: Pg. 65 Taking Notes in Class paragraph 2 Study Skills: Pg. 59 Summarize Study Skills: Pg. 59 Provide Feedback
(iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	Soft Skills: Pg. 75 Listen to Requests Soft Skills: Pg. 76 Listen to Persuasive Talk Study Skills: Pg. 59 Provide Feedback
(iv) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	Soft Skills: Pg. 112 last paragraph (collaboration, collaboration skills) Soft Skills: Pg. 56 paragraph 1–2 (interpersonal communication, group discussion) Study Skills: Pg. 28 Group Study
(v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	Study Skills: Pg. 64 Note Taking Study Skills: Pg. 65 Taking Notes in Class
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	
(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
(i) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible	Study Skills: Pg. 43 Develop a Routine bullet 2 sentence 4 (use the word in a conversation, class discussion) Study Skills: Pg. 73 Mnemonics Soft Skills: Pg. 54–55 Voice Soft Skills: Pg. 54 Words
(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	

(i) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects	Study Skills: Pg. 43 Develop a Routine bullets 3 (practice) and 4 (listen) Soft Skills: Pg. 54 Words Soft Skills: Pg. 56 paragraph 1–2 (interpersonal communication, group discussion) Soft Skills: Pg. 66 Leaving Voice Mail Messages
(ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	Soft Skills: Pg. 21 Figure 3-1 Decision-Making Process Soft Skills: Pg. 25 Review #3 Study Skills: Pg. 65 Taking Notes in Class paragraph 1 sentence 3–4 Study Skills: Pg. 10–11 Visual Learners;
(iii) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	Study Skills: Pg. 43 Develop a Routine bullets 3 (practice) and 4 (listen) Study Skills: Pg. 64 paragraphs 2–3 Study Skills: Pg. 59 Provide Feedback Soft Skills: Pg. 56 paragraph 1-2 (interpersonal communication, group discussion)
(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
(i) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired	Soft Skills: Pg. 128 Clear Speech Soft Skills: Pg. 66–67 Leaving Voice Mail Messages Soft Skills: Pg. 18 Application #7 Soft Skills: Pg. 55 paragraph 3 (impromptu speaking)
(ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired	Soft Skills: Pg. 128 Clear Speech Soft Skills: Pg. 66–67 Leaving Voice Mail Messages Soft Skills: Pg. 18 Application #7 Soft Skills: Pg. 55 paragraph 3 (impromptu speaking)
(iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	Soft Skills: Pg. 128 Clear Speech Soft Skills: Pg. 18 Application #7 Soft Skills: Pg. 66–67 Leaving Voice Mail Messages Soft Skills: Pg. 55 paragraph 3 (impromptu speaking)
(iv) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	Soft Skills: Pg. 128 Clear Speech Soft Skills: Pg. 54 Words Soft Skills: Pg. 66–67 Leaving Voice Mail Messages Soft Skills: Pg. 18 Application #7
(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
(i) speak using grade-level content area vocabulary in context to internalize new English words	Study Skills: Pg. 59 Provide Feedback Study Skills: Pg. 28 Group Study Soft Skills: Pg. 56 paragraph 1-2 (interpersonal communication, group discussion) Soft Skills: Pg. 47–49 Language
(ii) speak using grade-level content area vocabulary in context to build academic language proficiency	Study Skills: Pg. 59 Provide Feedback Study Skills: Pg. 82 Oral Exams Soft Skills: Pg. 56 paragraph 1-2 (interpersonal communication, group discussion) Soft Skills: Pg. 47–49 Language

(E) share information in cooperative learning interactions	
(i) share information in cooperative learning interactions	Study Skills: Pg. 28 Group Study Soft Skills: Pg. 112 Teamwork Soft Skills: Pg. 56 paragraph 2 (group discussion) Study Skills Companion Website: Study Skills Activity 4-2 Shared Reading
(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	
(i) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	Soft Skills: Pg. 78 Provide Feedback (asking questions) Soft Skills: Pg. 102 Questions to Ask the Employer Soft Skills: Pg. 78 Figure 9-4 Friendly Questions Study Skills: Pg. 82 Oral Exams
(ii) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	Soft Skills: Pg. 55–56 Speaking Situations (impromptu speaking, interpersonal communication, group discussion, public speaking) Soft Skills: Pg. 78 Provide Feedback Soft Skills: Pg. 78 Figure 9-4 Friendly Questions Study Skills: Pg. 82 Oral Exams
(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	
(i) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	Soft Skills: Pg. 55–56 Speaking Situations (impromptu speaking, interpersonal communication, group discussion) Study Skills: Pg. 59 Provide Feedback Study Skills: Pg. 82 Oral Exams Study Skills: Pg. 28 Group Study
(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	Soft Skills: Pg. 55–56 Speaking Situations (impromptu speaking, interpersonal communication, group discussion) Study Skills: Pg. 59 Provide Feedback Study Skills: Pg. 82 Oral Exams Study Skills: Pg. 28 Group Study
(iii) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	Soft Skills: Pg. 55–56 Speaking Situations (impromptu speaking, interpersonal communication, group discussion) Study Skills: Pg. 59 Provide Feedback Soft Skills: Pg. 114 paragraph 1 (conflict-resolution model) Study Skills: Pg. 28 Group Study
(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	Soft Skills: Pg. 63 Introducing Yourself Study Skills: Pg. 82 Oral Exams Study Skills: Pg. 69 Review #10 Soft Skills: Pg. 56 group discussion
(ii) describe with increasing specificity and detail as more English is acquired	Soft Skills: Pg. 63 Introducing Others Study Skills: Pg. 37–38 Critical Thinking #1, 3, 5 Study Skills: Pg. 82 Oral Exams Soft Skills: Pg. 56 group discussion

(iii) explain with increasing specificity and detail as more English is acquired	Soft Skills: Pg. 64 Introducing Speakers Study Skills: Pg. 82 Oral Exams Study Skills: Pg. 45 Review #8, Critical Thinking #1 Soft Skills: Pg. 56 group discussion
(I) adapt spoken language appropriately for formal and informal purposes	
(i) adapt spoken language appropriately for formal purposes	Soft Skills: Pg. 47 Language (formal) Study Skills: Pg. 82 Oral Exams Soft Skills: Pg. 49 paragraph 2 Soft Skills: Pg. 54 Verbal Communication
(ii) adapt spoken language appropriately for informal purposes	Soft Skills: Pg. 48 Language (informal) Soft Skills: Pg. 56 group discussion Soft Skills: Pg. 49 paragraph 2 Soft Skills: Pg. 54 Verbal Communication
(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	
(i) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment	Soft Skills: Pg. 67 Leading a Meeting (paragraph 3–5 following the agenda) Soft Skills Companion Website: Conducting a Meeting Video http://www.g-wlearning.com/careereducation/8267/ch08/video02.htm Soft Skills: pg. 73 Listening Process (last bullet, Respond) Soft Skills: Pg. 92 Application #10
(ii) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment	Soft Skills: Pg. 67 Leading a Meeting (paragraph 3–5 following the agenda) Soft Skills Companion Website: Conducting a Meeting Video http://www.g-wlearning.com/careereducation/8267/ch08/video02.htm Soft Skills: pg. 73 Listening Process (last bullet, Respond) Soft Skills: Pg. 92 Application #10
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	
(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words	
(i) learn relationships between sounds and letters of the English language	Study Skills: Pg. 43 bullets 2-4 Soft Skills: Pg. 55 paragraph 1 (enunciation) Study Skills: Pg. 73 Mnemonics
(ii) decode (sound out) words using a combination of skills	Study Skills: Pg. 43 bullets 2–3 Soft Skills: Pg. 47 paragraph 1 (decoding) Soft Skills: Pg. 55 paragraph 1 (enunciation)
(B) recognize directionality of English reading such as left to right and top to bottom	
(i) recognize directionality of English reading	Study Skills: pg. 48–50 Reading Skillfully Study Skills: pg. 48 Active Reading Study Skills: pg. 40 Reading Comprehension

(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	Study Skills: Pg. 41 Improve Your Vocabulary paragraph 3 second to last sentence Study Skills: Pg. 64 paragraph 2 Study Skills: Pg. 43 bullets 2–3 Study Skills: Pg. 66–67 Taking Notes from Print Sources
(ii) derive meaning of environmental print	Study Skills: Pg. 41 Improve Your Vocabulary paragraph 3 second to last sentence Soft Skills: Figure 11-7 Form I-9 (environmental print) Soft Skills: Pg. 5 photo of LinkedIn (environmental print) Soft Skills: Pg. 40 photo of Walmart (environmental print)
(iii) comprehend English vocabulary used routinely in written classroom materials	Study Skills: Pg. 41 Improve Your Vocabulary paragraph 3 second to last sentence Study Skills: Pg. 64 paragraph 2 (handouts, visuals) Study Skills: Pg. 65 Taking Notes in Class paragraph 1 (see examples on the board) Study Skills: Pg. 66–67 Taking Notes from Print Sources
(iv) comprehend English language structures used routinely in written classroom materials	Study Skills: Pg. 41 Improve Your Vocabulary paragraph 3 second to last sentence Study Skills: Pg. 64 paragraph 2 sentence 2–3 Study Skills: Pg. 66–67 Taking Notes from Print Sources Soft Skills: Pg. 143–146 Punctuation
(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	Study Skills: Pg. 48–49 Skim to Get an Overview (prereading) Study Skills: Pg. 65 bullet 1–3 (Cornell System, mapping, charting) Study Skills: Pg. 51 Use Prior Knowledge Study Skills: Pg. 48 Active Reading bullet 2
(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
(i) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	Study Skills: Pg. 41 Improve Your Vocabulary paragraph 3 Study Skills: Pg. 43 Develop a Routine bullet 2 Study Skills: Pg. 130–132 Glossary Soft Skills: Pg. 47 paragraph 1 (decoding)
(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	
(i) use visual and contextual support to read grade-appropriate content area text	Study Skills: Pg. 40 Etymology Study Skills: Pg. 41 Context Clues Study Skills: Pg. 40 Figure 6-1 Etymology Study Skills: pg. 48–50 Reading Skillfully
(ii) use visual and contextual support to enhance and confirm understanding	Study Skills: Pg. 40 Etymology Study Skills: Pg. 41 Context Clues Study Skills: pg. 48–50 Reading Skillfully Study Skills: Pg. 130–132 Glossary
(iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	Study Skills: Pg. 40 Etymology Study Skills: Pg. 41 Context Clues Study Skills: Pg. 42 Work on Crossword Puzzles Study Skills: Pg. 130–132 Glossary

(iv) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language	Study Skills: Pg. 40 Etymology Study Skills: Pg. 41 Context Clues Study Skills: Pg. 40 Figure 6-1 Soft Skills: Pg. 143–146 Punctuation
(v) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	Study Skills: Pg. 40 Etymology Study Skills: Pg. 41 Context Clues Study Skills: Pg. 51 Use Prior Knowledge Study Skills: Pg. 48 Active Reading Bullet 2
(vi) use support from peers and teachers to read grade-appropriate content area text	Study Skills: Pg. 28 Group Study Study Skills: Pg. 43 Develop a Routine bullet 4 (listen to others) Study Skills: Pg. 64 paragraph 2 sentence 2, paragraph 3 sentence 1 Study Skills: Pg. 66 Reviewing Your Notes paragraph 1 last sentence
(vii) use support from peers and teachers to enhance and confirm understanding	Study Skills: Pg. 28 Group Study Study Skills: Pg. 43 Develop a Routine bullet 2 sentence 3–4 Study Skills: Pg. 64 paragraphs 3, 10 Study Skills: Pg. 66 Reviewing Your Notes paragraph 1 last sentence
(viii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language	Study Skills: Pg. 28 Group Study Study Skills: Pg. 41 Improve Your Vocabulary paragraph 1–3 Study Skills: Pg. 43 Develop a Routine bullet 2–3 Study Skills: Pg. 64 paragraph 2 sentence 2–3, paragraph 3 sentence 1
(ix) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language	Study Skills: Pg. 28 Group Study Study Skills: Pg. 64 paragraph 2 sentence 2–3 Study Skills: Pg. 65 Taking Notes in Class paragraph 2 Study Skills: Pg. 43 Develop a Routine bullet 4
(x) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	Study Skills: Pg. 28 Group Study Study Skills: Pg. 64 paragraph 2–3 Study Skills: Pg. 51 Use Prior Knowledge Study Skills: Pg. 43 Develop a Routine bullet 4
(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	
(i) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs	Study Skills Companion Website: Study Skills Activity 4-2 Shared Reading Study Skills: Pg. 28 Group Study Study Skills: Pg. 64 last paragraph (runs onto pg. 65) Soft Skills: Pg. 112 Teamwork
(ii) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	Study Skills: Pg. 59 Summarize Study Skills: Pg. 50 SQ3R step 4 Review Soft Skills: Pg. 43 Application #4
(iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	Study Skills: Pg. 80–81 Question Types Study Skills: Pg. 81 Take-Home and Open-Book Exams Study Skills: Pg. 50 SQ3R step 2 Question Study Skills: Pg. 84 Review #1–10
(iv) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	Study Skills: Pg. 64–65 Note Taking Study Skills: Pg. 65 Taking Notes in Class Study Skills Companion Website: Study Skills Activity 9-1 The Cornell System
(H) read silently with increasing ease and comprehension for longer periods	

(i) read silently with increasing ease for longer periods	Study Skills: Pg. 52 bullets 1–5 Study Skills: Pg. 48–50 Reading Skillfully Study Skills: Pg. 50 SQ3R
(ii) read silently with increasing comprehension for longer periods	Study Skills: Pg. 52 bullets 1–5 Study Skills: Pg. 48–50 Reading Skillfully Study Skills: Pg. 50 SQ3R
(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs	
(i) demonstrate English comprehension by employing basic reading skills commensurate with content area needs	Study Skills: Pg. 40–41 Reading Comprehension Study Skills: Pg. 41–43 Improve Your Vocabulary Study Skills: Pg. 48–50 Reading Skillfully
(ii) expand reading skills commensurate with content area needs	Study Skills: Pg. 48–50 Reading Skillfully Study Skills: Pg. 50–51 General Reading Techniques Study Skills: Pg. 40–41 Reading Comprehension
(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	
(i) demonstrate English comprehension and expand reading skills by employing inferential skills	Evaluating and Responding to Texts: Pg. 4–5 Making Inferences Evaluating and Responding to Texts: Pg. 11 Application #16 Study Skills: Pg. 41 bullet 4 (inference clues) Study Skills: Pg. 49 last paragraph
(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs	
(i) demonstrate English comprehension and expand reading skills by employing analytical skills	Evaluating and Responding to Texts: Pg. 1–5 Evaluating a Text Evaluating and Responding to Texts: Pg. 11 Application #3, 7, 16 Study Skills: Pg. 80–81 Essay Study Skills: Pg. 89 bulleted list
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	
(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English	
(i) learn relationships between sounds and letters of the English language to represent sounds when writing in English	Study Skills: Pg. 40 Etymology Study Skills: Pg. 43 Develop a Routine bullet 2 (keep a journal) and 3 (practice) Study Skills: Pg. 73 Mnemonics
(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	
(i) write using newly acquired basic vocabulary	Soft Skills: Pg. 84 Letters Soft Skills: Pg. 87 E-Mail Soft Skills: Pg. 89 Thank-You Notes
(ii) write using content-based grade-level vocabulary	Study Skills: Pg. 80–81 Essay Study Skills: Pg. 100 Body
(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	Study Skills: Pg. 40 Etymology Study Skills: Pg. 43 Develop a Routine bullet 2 (keep a journal) and 3 (practice) Study Skills: Pg. 130–132 Glossary Study Skills Companion Website: Study Skills Activity 6-2 Using Synonyms
(ii) employ English spelling pattern with increasing accuracy as more English is acquired	Study Skills: Pg. 40 Etymology Study Skills: Pg. 43 Develop a Routine bullet 2 (keep a journal) and 3 (practice) Study Skills Companion Website: Study Skills Activity 6-2 Using Synonyms Study Skills: Pg. 130–132 Glossary
(iii) employ English spelling rules with increasing accuracy as more English is acquired	Study Skills: Pg. 40 Etymology Study Skills: Pg. 43 Develop a Routine bullet 2 (keep a journal) and 3 (practice) Study Skills Companion Website: Study Skills Activity 6-2 Using Synonyms Study Skills: Pg. 130–132 Glossary
(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
(i) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired	Soft Skills Companion Website: Activity SS10-2 Editing Skills Study Skills Pg. 102 last paragraph Study Skills: Pg. 105 Internet Activity (Online Writing Lab)
(ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired	Soft Skills Companion Website: Activity SS10-2 Editing Skills Study Skills Pg. 102 last paragraph Study Skills: Pg. 105 Internet Activity (Online Writing Lab)
(iii) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired	Soft Skills Companion Website: Activity SS10-2 Editing Skills Study Skills Pg. 102 last paragraph Study Skills: Pg. 105 Internet Activity (Online Writing Lab)
(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
(i) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations	Study Skills: Pg. 80–81 Essay Study Skills: Pg. 100 Body Soft Skills: Pg. 143–146 Punctuation Soft Skills Companion Website: Activity SS10-2 Editing Skills
(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	Soft Skills: Pg. 87 E-Mail Soft Skills: Pg. 91 Application #7 Study Skills: Pg. 80–81 Essay Study Skills: Pg. 100 Body
(ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired	Soft Skills: Pg. 87 E-Mail Soft Skills: Pg. 91 Application #7 Study Skills: Pg. 80–81 Essay Study Skills: Pg. 100 Body
(iii) write using a variety of grade-appropriate connecting words to combine	Soft Skills: Pg. 87 E-Mail Soft Skills: Pg. 91 Application #7

phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	Study Skills: Pg. 80–81 Essay Study Skills: Pg. 100 Body
(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	Study Skills: Pg. 59 Summarize Study Skills: Pg. 65 Taking Notes in Class Study Skills: Pg. 80–81 Essay Study Skills: Pg. 100 Body
(ii) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired	Study Skills: Pg. 104 Review #5 Study Skills: Pg. 59 Summarize Study Skills: Pg. 80–81 Essay Study Skills: Pg. 100 Body
(iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	Study Skills: Pg. 104 Review #4 Study Skills: Pg. 59 Summarize Study Skills: Pg. 80–81 Essay Study Skills: Pg. 100 Body