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Texas 2014 Proclamation: Food Science

**Principles of Food Science ©2015to Texas Essential
Knowledge and Skills (TEKS)**

**Correlations to the English Language Proficiency
Standards (ELPS): Student Material**

**Correlations to the English Language Proficiency
Standards (ELPS): Teacher Material**



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Goodheart-Willcox Publisher Correlation of <i>Principles of Food Science</i> ©2015 to Texas Essential Knowledge and Skills (TEKS) §130.230. Food Science		
STANDARD		CORRELATING PAGES
Standard (1) The student, for at least 40% of instructional time, conducts laboratory and field investigations using safe, environmentally appropriate, and ethical practices. The student is expected to:		
(A)	demonstrate safe practices during laboratory and field investigations; and	50–51, 52, 53, 54, 56, 59, 80, 82, 84, 110, 112, 114, 138, 140, 143, 170, 172, 175, 202, 204, 206, 236, 238, 240, 262, 265, 267, 296, 298, 300, 330, 334, 336, 360, 362, 364, 394, 396, 398, 424, 427, 450, 453, 455, 484, 486, 488, 520, 522, 524, 528, 562, 564, 566, 598, 600, 602, 624, 627, 629, 662, 666, 694, 696, 699, 722, 724, 727, 750, 752, 755
(B)	demonstrate an understanding of the use and conservation of resources and the proper disposal or recycling of materials.	50-51, 56, 59, 82, 114, 172, 362, 364, 524, 566
Standard (2) The student uses scientific methods and equipment during laboratory and field investigations. The student is expected to:		
(A)	know the definition of science and understand that it has limitations, as specified in subsection (b)(2) of this section;	31–32
(B)	know that hypotheses are tentative and testable statements that must be capable of being supported or not supported by observational evidence. Hypotheses of durable explanatory power which have been tested over a wide variety of conditions are incorporated into theories;	42, 732–739
(C)	know scientific theories are based on natural and physical phenomena and are capable of being tested by multiple independent researchers. Unlike hypotheses, scientific theories are well-established and highly-reliable explanations, but they may be subject to change as new areas of science and new technologies are developed;	31, 42
(D)	distinguish between scientific hypotheses and scientific theories;	42
(E)	plan and implement descriptive, comparative, and experimental	54–61, 79–87, 110–115, 138–145, 169–177, 202–207, 236–241, 262–269, 296–301,

	investigations, including asking questions, formulating testable hypotheses, and selecting equipment and technology;	330–337, 360–364, 394–399, 424–431, 450–454, 484–489, 520–529, 562–569, 598–603, 624–631, 662–667, 694–701, 722–729, 750–757
(F)	collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools and equipment;	24–27, 45, 54–61, 77, 79–87, 110–115, 138–145, 169–177, 202–207, 236–241, 262–269, 296–301, 330–337, 360–364, 394–399, 424–431, 450–457, 484–489, 520–529, 562–569, 598–603, 624–631, 662–667, 694–701, 722–729, 741, 750–757
(G)	analyze, evaluate, make inferences, and predict trends from data; and	42, 47, 54–61, 79–87, 110–115, 138–145, 169–177, 202–207, 236–241, 262–269, 296–301, 330–337, 360–364, 394–399, 424–431, 450–457, 484–489, 520–529, 562–569, 598–603, 624–631, 662–667, 694–701, 722–729, 750–757
(H)	communicate valid conclusions supported by the data through methods such as lab reports, labeled drawings, graphic organizers, journals, summaries, oral reports, and technology-based reports.	47–49, 54–61, 79–87, 110–115, 138–145, 169–177, 202–207, 236–241, 262–269, 296–301, 330–337, 360–364, 394–399, 424–431, 450–457, 484–489, 520–529, 562–569, 598–603, 624–631, 662–667, 694–701, 722–729, 742, 750–757
Standard (3) The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:		
(A)	in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;	40–49, 54–61, 79–87, 110–115, 138–145, 169–177, 202–207, 236–241, 262–269, 296–301, 330–337, 360–364, 394–399, 424–431, 450–457, 484–489, 520–529, 562–569, 598–603, 624–631, 662–667, 694–701, 722–729, 732–733, 736–742, 750–757
(B)	communicate and apply scientific information extracted from various sources such as current events, news reports, published journal articles, and marketing materials;	23, 41–50, 53, 79, 109, 137, 169, 201, 235, 261, 295, 329, 359, 393, 423, 449, 483, 519, 561, 597, 623, 661, 693, 721, 749, 777
(C)	draw inferences based on data related to promotional materials for products and services;	13–14, 20–21, 442, 661, 784–789
(D)	evaluate the impact of scientific research on society and the environment;	6–20, 31–32, 152, 169, 196–199, 201, 479, 495, 539, 649, 661, 718, 721
(E)	evaluate models according to their limitations in representing biological objects or events; and	92, 97–100, 104, 109, 149, 180, 181, 224, 235, 247, 271, 272, 274, 309, 317, 329, 342, 343, 346, 403–404, 407, 409–412, 449, 471, 483, 497, 712, 717

(F)	research and describe the history of science and contributions of scientists.	6–19, 49, 65, 69, 149–151, 156, 190, 340, 355, 369–370, 407, 440, 443–446, 502, 516, 636, 738
Standard (4) The student analyzes the role of acids and bases in the food sciences. The student is expected to:		
(A)	identify the properties of acids and bases;	147–155
(B)	describe the pH scale and how it is used;	153–156
(C)	use various indicators to measure the pH of solutions;	155–156
(D)	describe the importance of pH in digestion and blood; and	159–161, 324–325, 800
(E)	discuss ways pH is related to the properties of food, its safety, and its freshness.	161–162, 474–476, 503, 537, 540, 578
Standard (5) The student applies the principles of food safety and microbiology. The student is expected to:		
(A)	investigate the properties of microorganisms that cause food spoilage;	493–499, 535
(B)	explain the difference between food intoxication and food infection;	535–551
(C)	examine the conditions under which the important pathogens are commonly destroyed, inactivated, or rendered harmless in foods;	501–504, 535–551
(D)	discuss the difference between microorganisms that are helpful and those that are harmful; and	493–501, 531–555
(E)	analyze sanitary food-handling practices.	553–559
Standard (6) The student studies the chemical properties of food. The student is expected to:		
(A)	discuss elements, compounds, mixtures, and formulas;	92–94, 96, 101–103, 212–217
(B)	explain the Periodic Table of the Elements;	93–95
(C)	compare elements and compounds;	92–94, 101
(D)	describe heterogeneous and homogeneous mixtures;	102–103
(E)	explain the similarities and differences between heterogeneous and homogenous mixtures;	102–103
(F)	identify chemical examples of pure substances and mixtures;	100–103
(G)	identify chemical symbols, formulas, and equations and explain how they are used in food science;	93–96, 106–107
(H)	analyze the occurrence of specific chemical reactions; and	106–107, 121, 148–149, 156, 161, 163–165, 193, 212, 322, 344, 346, 515, 675, 688

(I)	analyze chemical and physical changes in food.	103–106, 110–115, 172–177, 204–205, 238–241, 262–269, 296–301, 330–337, 360–365, 396–397, 424–431, 450–457, 484–489, 520–529, 562–563, 598–603, 624–631, 664–667, 694–695, 699–701, 722–729
Standard (7) The student analyzes solutions, colloids, solids, gels, foams, and emulsions. The student is expected to:		
(A)	identify the solvent and solute in a given solution;	102, 671–673
(B)	discuss the effect of a solute and its concentration on the boiling and freezing points of a solution;	677–678
(C)	calculate the concentration of a solution using mass percent;	676–677
(D)	compare and contrast unsaturated, saturated, and supersaturated solutions;	674–675
(E)	describe the properties of colloidal dispersions;	680–690
(F)	explain the three parts of an emulsion and their relationship to each other; and	683–684
(G)	identify various food emulsions and the types of each emulsion.	684–686
Standard (8) The student understands the functions of enzymes. The student is expected to:		
(A)	describe how enzymes act as catalysts in chemical reactions;	339–343
(B)	explain the relationship between an enzyme and a substrate;	341–343
(C)	discuss the enzymes involved in digestion;	341–344, 716–717, 799–803
(D)	identify factors that affect enzyme activity; and	345–349, 354–357
(E)	explain how enzyme reactions are involved in food preparation.	349–357, 499–500
Standard (9) The student understands the role of fermentation in food sciences. The student is expected to:		
(A)	explain anaerobic respiration and how it is involved in metabolism and food science;	496, 505, 804–805
(B)	list reasons food is fermented;	504–516
(C)	describe how bacteria is used to ferment food, including how lactic acid bacteria creates sauerkraut from cabbage;	509–514
(D)	compare fresh-pack pickling and brine pickling; and	510–511
(E)	describe the process of making vinegar.	515–516

Standard (10) The student discusses how leavening agents are used in baking. The student is expected to:		
(A)	describe the purpose of leavening agents in baked goods;	162–165, 473
(B)	identify and describe major leavening agents;	162–165, 473–474, 498
(C)	explain why baking soda is used with an acid in baked goods;	163
(D)	describe the types of dough and batters used in making quick breads;	165, 175–177
(E)	analyze the ingredients in baking powder;	163–164
(F)	discuss how air and steam act as leavening agents; and	163, 166, 187
(G)	identify the purposes of the ingredients used in making yeast breads.	505
Standard (11) The student understands the purposes of additives in food. The student is expected to:		
(A)	discuss the use of food additives;	459–481
(B)	describe properties of a desirable food preservative;	465–469
(C)	explain why additives used as antioxidants are added to food;	467–469
(D)	explain the difference between natural and artificial additives;	469–471
(E)	identify kinds of sweeteners used in food processing;	217–223, 472
(F)	name nutrients that are used as food additives;	385–389, 470
(G)	discuss the advantages and disadvantages of using food additives; and	479–481
(H)	identify agencies involved in regulating food additives.	460–465
Standard (12) The student understands the physiology of digestion. The student is expected to:		
(A)	define mechanical and chemical digestive processes;	716–717, 799
(B)	explain the difference between mechanical and chemical digestive processes; and	716–717, 799
(C)	explain absorption as part of the digestive process.	800–803
Standard (13) The student understands metabolism. The student is expected to:		
(A)	analyze components and byproducts of metabolism;	803–805
(B)	define anabolism and catabolism;	719, 804

(C)	describe conditions needed for metabolism to occur;	716–719, 803–804
(D)	explain the process of osmosis and the role it plays in metabolism;	712–713, 718–719, 804
(E)	discuss basal metabolism and the factors that affect it;	126
(F)	identify levels of voluntary activity and how these affect the need for kilocalories;	795–796
(G)	describe metabolic changes and the effect they have on the body during fasting; and	126, 797
(H)	explain why lactic acid builds up in the muscles during exercise and how this can be prevented or treated.	804–805
Standard (14) The student explains how food provides energy. The student is expected to:		
(A)	discuss molecular motion and temperature;	128–133
(B)	explain heat transfer;	129–132
(C)	explain latent heat in phase changes;	132–133
(D)	compare various temperatures on rates of reaction;	134
(E)	analyze how the body uses energy and calories;	117, 126–127
(F)	describe the relationship of energy to physical and chemical reactions;	117–121
(G)	analyze relationships between food intake and body weight;	233, 797
(H)	determine energy requirements of individuals using multiple variables such as activity level;	126, 792, 796
(I)	discuss energy imbalances in relationship to weight-related disorders and diseases; and	797–798
(J)	explain the transfer of energy through a food chain and its relationship to human nutrition.	117–135, 212
Standard (15) The student describes the basic nutrients and their specific properties as related to food science. The student is expected to:		
(A)	identify the recommended daily allowances of the basic nutrients;	793–794
(B)	list the five main nutrients and food sources of each;	179, 259, 280, 303, 375, 378, 383, 390
(C)	explain the use of the five main nutrients in relation to the Food Guide Pyramid and/or the Dietary Guidelines; and	MyPlate: 792–799

(D)	discuss the importance of fiber in the diet.	258, 292
Standard (16) The student identifies properties of carbohydrates. The student is expected to:		
(A)	explain the chemical reaction that occurs when plants produce carbohydrates;	212
(B)	define monosaccharides and disaccharides and name examples of each;	213–216
(C)	describe the regulation of glucose in the blood and the conditions resulting from low and high glucose levels;	231–232, 803–805,
(D)	explain sugar hydrolysis and list the products of the hydrolysis of sucrose and lactose;	215–216
(E)	discuss the process of caramelization;	228–229
(F)	compare the structures of amylose and amylopectin and how these structures affect cooking properties; and	244–248
(G)	describe gelatinization, paste, retrogradation, and syneresis.	246–247, 249–250, 254
Standard (17) The student describes the properties of fats and lipids. The student is expected to:		
(A)	compare the properties of saturated and unsaturated fatty acids;	274–277
(B)	identify foods containing triglycerides and identify which foods contain saturated and unsaturated fat;	273, 275–280, 291
(C)	discuss the function of fat in food preparation;	284–288
(D)	describe ways lipid oxidation can be controlled in food;	283
(E)	describe the functions of fat in the body;	288–290
(F)	explain the role of fat in maintaining optimum health;	288–291
(G)	explain the role of cholesterol in maintaining optimum health;	291–292
(H)	contrast the properties of saturated and unsaturated fats; and	275–277
(I)	describe the effects of temperature on fats in food preparation.	281–282
Standard (18) The student describes the properties of proteins and amino acids. The student is expected to:		
(A)	name the groups of elements that identify an amino acid;	303
(B)	describe the chemical structure of protein;	303–304

(C)	explain what happens during the denaturation of protein and how the process occurs;	311–314
(D)	describe ways in which protein is used in food preparation;	314–319
(E)	discuss the composition of eggs and their storage requirements;	319–320
(F)	list factors that affect the stability of an egg foam;	687–690
(G)	identify the functions of protein in the body; and	323–325
(H)	compare and contrast complete and incomplete proteins.	306
Standard (19) The student understands the coagulation and coalescence processes associated with milk protein and cheese. The student is expected to:		
(A)	list the components of milk and explain how each component is dispersed in the milk;	671, 681–682
(B)	describe what happens when milk protein is coagulated;	311, 396–397, 513
(C)	discuss the processing of milk and how it is treated when it is pasteurized, homogenized, and fortified;	373, 386–387, 504, 574, 581, 683
(D)	compare and contrast skim milk, low-fat milk, whole milk, half-and-half, and various creams;	683
(E)	explain the differences between evaporated milk, condensed milk, and dried milk;	683
(F)	identify factors that affect the ability of cream to form a foam;	687–690
(G)	explain the changes that occur when milk is heated; and	320–321, 504
(H)	describe the process of making a fermented or cultured milk product and list examples of these products.	512–514
Standard (20) The student analyzes the properties of vitamins and minerals. The student is expected to:		
(A)	discuss the functions of vitamins and minerals in the body;	369–376
(B)	describe water- and fat-soluble vitamins and list the main vitamins in each category;	369–376
(C)	explain why megadoses of fat-soluble vitamins can be toxic;	371

(D)	analyze the food sources for each vitamin and mineral;	371, 375
(E)	analyze deficiency diseases and explain their causes;	797–798
(F)	explain the difference and list examples of major and trace minerals; and	377–384
(G)	explain the interrelationships among nutrients.	369–384
Standard (21) The student explains the properties of water. The student is expected to:		
(A)	identify the properties of water that make it a polar molecule;	180–181
(B)	describe hydrogen bonds and how they differ from covalent bonds;	180
(C)	discuss the differences between hard and soft water;	198–199
(D)	compare the heat of fusion and the heat of vaporization;	132
(E)	explain the functions of water in food preparation; and	185–191
(F)	identify the functions of water in the body.	194–196
Standard (22) The student analyzes the food irradiation process. The student is expected to:		
(A)	list the steps in the food irradiation process;	633–635
(B)	define the units used to measure the amount of radiation used during the irradiation process; and	637
(C)	describe the effects of irradiation on food.	634–636
Standard (23) The student discusses United States Department of Agriculture (USDA) packaging guidelines. The student is expected to:		
(A)	research food packaging guidelines established by the USDA;	FDA: 641–646 USDA: 786–791
(B)	explain the rationale and purposes of those guidelines;	641–646, 786–787
(C)	describe properties of containers needed for commercial food packaging;	641–652
(D)	identify factors related to the successful use of controlled-atmosphere packaging; and	647–648
(E)	describe information required on a food label.	11–12, 786–791
Standard (24) The student analyzes the food dehydration process. The student is expected to:		
(A)	describe the principles and purposes of dehydration;	605–609

(B)	describe methods of dehydration and explain their similarities and differences;	610–616
(C)	explain why food is pretreated before dehydrating;	606–610
(D)	compare sulfating, sulfuring, and blanching;	347, 574, 609–610
(E)	describe types of blanching that can be used as pretreatment methods; and	347, 609
(F)	discuss the role of air temperature and movement in successful dehydration.	607
Standard (25) The student analyzes the food canning process. The student is expected to:		
(A)	identify safety practices and equipment used in home and commercial canning;	575–583
(B)	describe hot-pack, cold-pack, and pressure canning;	582–584
(C)	identify advantages and disadvantages of each canning method;	582–584
(D)	identify types of food that should be processed by each canning method; and	582–584
(E)	compare heat transfer by conduction and by convection in canning.	575–576
Standard (26) The student analyzes the food freezing process. The student is expected to:		
(A)	list the steps of the food freezing process;	590–592
(B)	identify factors needed for successful freezing of food; and	589–590
(C)	identify advantages and disadvantages of freezing food.	588–592
Standard (27) The student understands the importance of developing lifelong skills. The student is expected to:		
(A)	demonstrate the use of oral and written communication skills such as writing technical reports, letters, and memos; communicating technical information to a nontechnical audience; and making formal and informal presentations;	23, 53, 79, 109, 137, 169, 201, 235, 261, 295, 329, 359, 393, 423, 449, 483, 519, 561, 597, 623, 661, 693, 721, 749, 766, 777–783, 819–820
(B)	define a problem, identify potential causes and possible solutions, and make thoughtful recommendations;	818–819
(C)	apply critical-thinking skills to new situations;	23, 818–819
(D)	demonstrate the highest standards of professional integrity and ethical values;	736, 818
(E)	work and interact with individuals from diverse cultures;	766



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(F)	explain the skills necessary for lifelong learning;	823
(G)	work effectively with others;	821
(H)	provide leadership in a variety of situations;	821–822
(I)	deal with individual or group conflicts;	820–821
(J)	research scientific and nonscientific information;	40–50, 731–742
(K)	competently use library resources;	49–50
(L)	manage time effectively;	817–818
(M)	facilitate group projects;	817–818
(N)	handle multiple tasks and pressures; and	766, 817–818
(O)	prepare for a state or national food manager's sanitation certification or alternative credential within the field of food science technology.	822–823

Correlations to the English Language Proficiency Standards (ELPS): Student Material

Subject	Chapter 112. Science
Subchapter	Subchapter C. High School
Course Title	§130.230. Food Science (One Credit).
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The English language proficiency standards (ELPS) outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement the ELPS as an integral part of each subject in the required curriculum. This document outlines the ELPS that have been designated as appropriate for inclusion in instructional materials. Since the designated ELPS are included in student materials for English language arts and reading, the ELPS are not required to be included in Proclamation 2014 instructional materials for Kindergarten through grade 5 where students are typically taught in self-contained classroom settings rather than departmentalized classes. Additionally, many of the designated ELPS are most appropriate for inclusion in teacher materials and are only required to be included in student materials where specifically indicated.

(c) Cross-curricular second language acquisition essential knowledge and skills

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
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	(1) use prior knowledge to understand meanings in English	T: K-12 S: 6-12	9781619604230	5	Student text, Ch. 1 Reading Prep feature
				9781619604230	303	Student text, Ch. 11 Reading Prep feature
				9781619604230	433	Student text, Ch. 15 Reading Prep feature

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
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	(2) use prior experiences to understand meanings in English	T: K-12 S: 6-12	9781619604230	303	Student text, Ch. 11 Reading Prep feature
				9781619604230	433	Student text, Ch. 15 Reading Prep feature
				9781619604230	633	Student text, Ch. 21 Reading Prep feature
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(1) monitor oral language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(2) monitor written language production and employ self-corrective techniques or other resources	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary		T: K-12 S: 6-12	9781619604230	63	Student text, Ch. 3 Reading Prep feature
				9781619604230	91	Student text, Ch. 4 Reading Prep feature
				9781619604230	369	Student text, Ch. 13 Reading Prep feature
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)		T: K-12 S: 6-12	9781619604230	31	Student text, Ch. 2 Reading Prep feature
				9781619604230	243	Student text, Ch. 9 Reading Prep feature
				9781619604230	401	Student text, Ch. 14 Reading Prep feature
				9781619604230	573	Student text, Ch. 19 Reading Prep feature

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
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:	(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	(1) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA
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:	(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	(2) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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	(3) 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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
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:	(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	(4) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) use accessible language and learn new and essential language in the process		NA	NA	NA	NA
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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	(1) demonstrate an increasing ability to distinguish between formal and informal English	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p>	<p>(2) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations</p>		<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p>	<p>(1) distinguish sounds of English with increasing ease</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p>	<p>(2) distinguish intonation patterns of English with increasing ease</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p>		NA	NA	NA	NA
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(1) learn new language structures heard during classroom instruction and interactions</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(2) learn new expressions heard during classroom instruction and interactions</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(3) learn basic vocabulary heard during classroom instruction and interactions</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>31</p>	<p>Student text, Ch. 2 Reading Prep feature</p>
				<p>9781619604698</p>	<p>3</p>	<p>Resources, Reproducible Master 2-1, "Metric Prefixes"</p>
				<p>9781619604698</p>	<p>2</p>	<p>Resources, Reproducible Master 3-1, "Descriptive Food Terms"</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(4) learn academic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	9781619604230	31	Student text, Ch. 2 Reading Prep feature
				9781619604230	18–19	Lab Manual/Workbook, Ch. 2, "Scientific Evaluation Crossword"
				9781619604230	46–47	Lab Manual/Workbook, Ch. 4, "What's the Matter?"
(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:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(1) monitor understanding of spoken language during classroom instruction and interactions	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(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:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(2) seek clarification [of spoken language] as needed	T: K-12 S: 6-12	9781619604230	31	Student text, Ch. 2 Reading Prep feature
				9781619604230	243	Student text, Ch. 9 Reading Prep feature
				9781619604230	401	Student text, Ch. 14 Reading Prep feature
(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:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(1) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(2) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>(3) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>211</p>	<p>Student text, Ch. 8 Reading Prep feature</p>
				<p>9781619604230</p>	<p>493</p>	<p>Student text, Ch. 17 Reading Prep feature</p>
				<p>9781619604230</p>	<p>605</p>	<p>Student text, Ch. 20 Reading Prep feature</p>

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</p>	<p>(1) listen to and derive meaning from a variety of media to build and reinforce concept attainment</p>	NA	NA	NA	NA
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</p>	<p>(2) listen to and derive meaning from a variety of media to build and reinforce language attainment</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(1) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	NA	NA	NA	NA
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(2) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(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:	(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	(3) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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	(4) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(5) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	NA	NA	NA	NA
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(6) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(7) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	NA	NA	NA	NA
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(8) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(9) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar</p>	NA	NA	NA	NA
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>(1) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(2) understand information in increasingly complex spoken language commensurate with grade-level learning expectations	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(2) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>271</p>	<p>Student text, Ch. 10 Reading Prep feature</p>
					<p>433</p>	<p>Student text, Ch. 15 Reading Prep feature</p>
					<p>459</p>	<p>Student text, Ch. 16 Reading Prep feature</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(1) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(3) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>271</p>	<p>Student text, Ch. 10 Reading Prep feature</p>
					<p>459</p>	<p>Student text, Ch. 16 Reading Prep feature</p>
					<p>731</p>	<p>Student text, Ch. 24 Reading Prep feature</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(4) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(5) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>271</p>	<p>Student text, Ch. 10 Reading Prep feature</p>
				<p>9781619604230</p>	<p>459</p>	<p>Student text, Ch. 16 Reading Prep feature</p>
				<p>9781619604230</p>	<p>731</p>	<p>Student text, Ch. 24 Reading Prep feature</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p>		NA	NA	NA	NA
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p>	<p>(1) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(2) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	T: K-12 S: 6-12	9781619604230	1	Resources, Teaching Visual 3-1, "Smell and Taste Work Together"
				9781619604230	1	Resources, Teaching Visual 4-1, "Making Equations Balance"
				9781619604230	1	Resources, Teaching Visual 5-1, "Forms of Energy"
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(3) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	T: K-12 S: 6-12	9781619604230	31	Student text, Ch. 24 Reading Prep feature
				9781619604230	369	Student text, Ch. 13 Reading Prep feature
				9781619604230	731	Student text, Ch. 24 Reading Prep feature

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(1) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired</p>	NA	NA	NA	NA
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(2) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(3) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	T: K-12 S: 6-12	9781619604230	147	Student text, Ch. 6 Reading Prep feature
				9781619604230	303	Student text, Ch. 11 Reading Prep feature
				9781619604230	759	Student text, Ch. 25 Reading Prep feature
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(4) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	T: K-12 S: 6-12	9781619604230	6-7	Resources, Reproducible Master 1-4, "Analogical Reasoning"
				9781619604230	8	Resources, Reproducible Master 1-5, "Food Science Analogies"
				9781619604230	9	Resources, Reproducible Master 1-6, "Expressing Food Science Concepts"

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(1) speak using grade-level content area vocabulary in context to internalize new English words	T: K-12 S: 6-12	9781619604230	31	Student text, Ch. 2 Reading Prep feature
				9781619604230	401	Student text, Ch. 14 Reading Prep feature
				9781619604230	573	Student text, Ch. 19 Reading Prep feature
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(2) speak using grade-level content area vocabulary in context to build academic language proficiency	T: K-12 S: 6-12	9781619604230	271	Student text, Ch. 10 Reading Prep feature
				9781619604230	459	Student text, Ch. 16 Reading Prep feature
				9781619604230	731	Student text, Ch. 24 Reading Prep feature

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) share information in cooperative learning interactions		T: K-12 S: 6-12	9781619604230	147	Student text, Ch. 6 Reading Prep feature
				9781619604230	271	Student text, Ch. 10 Reading Prep feature
				9781619604230	303	Student text, Ch. 11 Reading Prep feature
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(1) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K-12 S: 6-12	9781619604230	759	Student text, Ch. 25 Reading Prep feature
				9781619604230	401	Student text, Ch. 14 Reading Prep feature
				9781619604230	573	Student text, Ch. 19 Reading Prep feature

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(2) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K-12 S: 6-12	9781619604230	5	Student text, Ch. 1 Reading Prep feature
				9781619604230	433	Student text, Ch. 15 Reading Prep feature
				9781619604230	633	Student text, Ch. 21 Reading Prep feature
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(1) 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	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(2) 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	NA	NA	NA	NA
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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	(3) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(1) narrate with increasing specificity and detail as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(2) describe with increasing specificity and detail as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(3) explain with increasing specificity and detail as more English is acquired	T: K-12 S: 6-12	9781619604230	46-47	Lab Manual/Workbook, Ch. 4, "What's the Matter?"
				9781619604230	86	Lab Manual/Workbook, Ch. 7, "Understanding Water"
				9781619604230	98-99	Lab Manual/Workbook, Ch. 8, "Sugar Facts"
(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:	(I) adapt spoken language appropriately for formal and informal purposes	(1) adapt spoken language appropriately for formal purposes	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(I) adapt spoken language appropriately for formal and informal purposes</p>	<p>(2) adapt spoken language appropriately for formal and informal purposes</p>	NA	NA	NA	NA
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>	<p>(1) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>	<p>(2) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment</p>	NA	NA	NA	NA
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p>	<p>(1) learn relationships between sounds and letters of the English language</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p>	<p>(2) decode (sound out) words using a combination of skills</p>	NA	NA	NA	NA
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(B) recognize directionality of English reading such as left to right and top to bottom</p>		NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(1) develop basic sight vocabulary used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>9</p>	<p>Resources, Reproducible Master 1-6, "Expressing Food Science Concepts"</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(2) derive meaning of environmental print</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>3</p>	<p>Resources, Reproducible Master 18-2, "Recommended Safe Cooking Temperatures"</p>
				<p>9781619604230</p>	<p>3</p>	<p>Resources, Reproducible Master 15-2, "Food Label Nutrient Claims"</p>
				<p>9781619604230</p>	<p>3</p>	<p>Resources, Reproducible Master 22-1, "Composition of Cow's Milk"</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(3) comprehend English vocabulary used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>31</p>	<p>Student text, Ch. 2 Reading Prep feature</p>
				<p>9781619604230</p>	<p>401</p>	<p>Student text, Ch. 14 Reading Prep feature</p>
				<p>9781619604230</p>	<p>573</p>	<p>Student text, Ch. 19 Reading Prep feature</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(4) comprehend English language structures used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>6-7</p>	<p>Resources, Reproducible Master 1-4, "Analogical Reasoning"</p>
				<p>9781619604230</p>	<p>8</p>	<p>Resources, Reproducible Master 1-5, "Food Science Analogies"</p>
				<p>9781619604230</p>	<p>9</p>	<p>Resources, Reproducible Master 1-6, "Expressing Food Science Concepts"</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text</p>		<p>T: K-12 S: 6-12</p>	9781619604230	1	<p>Resources, Teaching Visual 3-1, "Smell and Taste Work Together"</p>
				9781619604230	1	<p>Resources, Teaching Visual 4-1, "Making Equations Balance"</p>
				9781619604230	3	<p>Resources, Reproducible Master 2-1, "Metric Prefixes"</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p>		NA	NA	NA	NA
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(1) use visual and contextual support to read grade-appropriate content area text</p>	<p>T: K-12 S: 6-12</p>	9781619604230	5	Student text, Ch. 1 Reading Prep feature
				9781619604230	433	Student text, Ch. 15 Reading Prep feature

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604230	633	Student text, Ch. 21 Reading Prep feature
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(2) use visual and contextual support to enhance and confirm understanding</p>	<p>T: K-12 S: 6-12</p>	9781619604230	271	Student text, Ch. 10 Reading Prep feature
				9781619604230	459	Student text, Ch. 16 Reading Prep feature
				9781619604230	731	Student text, Ch. 24 Reading Prep feature

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>31</p>	<p>Student text, Ch. 2 Reading Prep feature</p>
				<p>9781619604230</p>	<p>401</p>	<p>Student text, Ch. 14 Reading Prep feature</p>
				<p>9781619604230</p>	<p>573</p>	<p>Student text, Ch. 19 Reading Prep feature</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(4) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language</p>	NA	NA	NA	NA
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(5) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	9781619604230	5	Student text, Ch. 1 Reading Prep feature
				9781619604230	369	Student text, Ch. 13 Reading Prep feature

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604230	531	Student text, Ch. 18 Reading Prep feature
(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 first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(6) use support from peers and teachers to read grade-appropriate content area text	T: K-12 S: 6-12	9781619604230	147	Student text, Ch. 6 Reading Prep feature
				9781619604230	243	Student text, Ch. 9 Reading Prep feature
				9781619604230	303	Student text, Ch. 11 Reading Prep feature

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(7) use support from peers and teachers to enhance and confirm understanding</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>147</p>	<p>Student text, Ch. 6 Reading Prep feature</p>
				<p>9781619604230</p>	<p>243</p>	<p>Student text, Ch. 9 Reading Prep feature</p>
				<p>9781619604230</p>	<p>339</p>	<p>Student text, Ch. 12 Reading Prep feature</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(8) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>31</p>	<p>Student text, Ch. 2 Reading Prep feature</p>
				<p>9781619604230</p>	<p>401</p>	<p>Student text, Ch. 14 Reading Prep feature</p>
				<p>9781619604230</p>	<p>573</p>	<p>Student text, Ch. 19 Reading Prep feature</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(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 first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(9) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language	T: K-12 S: 6-12	9781619604230	9	Resources, Reproducible Master 1-6, "Expressing Food Science Concepts"
				9781619604230	6-7	Resources, Reproducible Master 1-4, "Analogical Reasoning"
				9781619604230	8	Resources, Reproducible Master 1-5, "Food Science Analogies"

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(10) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>23</p>	<p>Student text, Ch. 1, Chapter 1 Review, #16</p>
				<p>9781619604230</p>	<p>23</p>	<p>Student text, Ch. 1, Chapter 1 Review, #17</p>
				<p>9781619604230</p>	<p>303</p>	<p>Student text, Ch. 11 Reading Prep feature</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(1) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(2) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>271</p>	<p>Student text, Ch. 10 Reading Prep feature</p>
				<p>9781619604230</p>	<p>339</p>	<p>Student text, Ch. 12 Reading Prep feature</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604230	63	Student text, Ch. 13 Reading Prep feature
(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 first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(3) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: K-12 S: 6-12	9781619604230	22-23	Student text, Ch. 1, Chapter Review
				9781619604230	52-53	Student text, Ch. 2, Chapter Review
				9781619604230	78-79	Student text, Ch. 3, Chapter Review

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(4) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604230</p>	<p>271</p>	<p>Student text, Ch. 10 Reading Prep feature</p>
				<p>9781619604230</p>	<p>459</p>	<p>Student text, Ch. 16 Reading Prep feature</p>
				<p>9781619604230</p>	<p>731</p>	<p>Student text, Ch. 24 Reading Prep feature</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(H) read silently with increasing ease and comprehension for longer periods</p>	<p>(1) read silently with increasing ease for longer periods</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(H) read silently with increasing ease and comprehension for longer periods</p>	<p>(2) read silently with increasing comprehension for longer periods</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(1) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs</p>	<p>(1) demonstrate English comprehension by employing basic reading skills commensurate with content area needs</p>	NA	NA	NA	NA
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(1) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs</p>	<p>(2) expand reading skills commensurate with content area needs</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs</p>		NA	NA	NA	NA
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs</p>		NA	NA	NA	NA

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>	<p>(2) write using content-based grade-level vocabulary</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(1) spell familiar English words with increasing accuracy</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(2) employ English spelling pattern with increasing accuracy as more English is acquired</p>	NA	NA	NA	NA
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(3) employ English spelling rules with increasing accuracy as more English is acquired</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(1) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired</p>	NA	NA	NA	NA
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(2) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>	<p>(3) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired</p>	NA	NA	NA	NA
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations such as: (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly</p>		NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>(1) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired</p>	NA	NA	NA	NA
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>(2) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<p>(3) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	NA	NA	NA	NA
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(1) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(2) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	NA	NA	NA	NA
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	<p>(3) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>	NA	NA	NA	NA

Correlations to the English Language Proficiency Standards (ELPS): Teacher Material

Subject	Chapter 112. Science
Subchapter	Subchapter C. High School
Course Title	§130.230. Food Science (One Credit).
Publisher	Goodheart-Willcox Publisher
Program Title	Principles of Food Science – Blended Learning Solution, Online Student Solution
Program ISBN	9781619604223 (Blended Learning Solution), 9781619604230 (Online Student Solution)

The English language proficiency standards (ELPS) outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement the ELPS as an integral part of each subject in the required curriculum. This document outlines the ELPS that have been designated as appropriate for inclusion in instructional materials. Since the designated ELPS are included in student materials for English language arts and reading, the ELPS are not required to be included in Proclamation 2014 instructional materials for Kindergarten through grade 5 where students are typically taught in self-contained classroom settings rather than departmentalized classes. Additionally, many of the designated ELPS are most appropriate for inclusion in teacher materials and are only required to be included in student materials where specifically indicated.

(c) Cross-curricular second language acquisition essential knowledge and skills

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
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	(1) use prior knowledge to understand meanings in English	T: K-12 S: 6-12	9781619604698	<u>1</u>	Instructor's Resources, Ch. 1, Lesson Plan, 2nd Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 11, Lesson Plan, 1st Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 15, Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
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	(2) use prior experiences to understand meanings in English	T: K-12 S: 6-12	9781619604698	<u>1</u>	Instructor's Resources, Ch. 11, Lesson Plan, 1st Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 15, Lesson Plan, 1st Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 21, Lesson Plan, 1st Engage bullet
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(1) monitor oral language production and employ self-corrective techniques or other resources	T: K-12	9781619604698	<u>1</u>	Instructor's Resources, Ch. 11, Lesson Plan, 1st Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 15, Lesson Plan, 1st Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 21, Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(2) monitor written language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary		T: K-12 S: 6-12	9781619604698	<u>1</u>	Instructor's Resources, Ch. 3, Lesson Plans, 1st Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 4, Lesson Plans, 1st Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 13, Lesson Plans, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)		T: K-12 S: 6-12	9781619604698	1	Instructor's Resources, Ch. 2, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 9, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 14, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 19, Lesson Plan, 1st Engage bullet
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:	(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	(1) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
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:	(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	(2) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA
1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(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	(3) 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
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:	(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	(4) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
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:	(F) use accessible language and learn new and essential language in the process		T: K-12	9781619604698	3	Instructor's Resources, Ch. 1, Lesson Plan, 1st bullet
				9781619604698	9	Instructor's Resources, Ch. 1, Chapter Resources, Reproducible Master 1-6, "Expressing Food Science Concepts"
				9781619604698	1	Instructor's Resources, Ch. 2, Lesson Plan, 1st Engage bullet
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:	(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	(1) demonstrate an increasing ability to distinguish between formal and informal English	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p>	<p>(2) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations</p>	NA	NA	NA	NA
<p>1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations</p>		NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p>	<p>(1) distinguish sounds of English with increasing ease</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(A) distinguish sounds and intonation patterns of English with increasing ease</p>	<p>(2) distinguish intonation patterns of English with increasing ease</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p>		NA	NA	NA	NA
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p>	<p>(1) learn new language structures heard during classroom instruction and interactions</p>	T: K-12	9781619604698	<u>3</u>	Instructor's Resources, Ch. 1, Lesson Plan, 1st bullet
				9781619604698	<u>9</u>	Instructor's Resources, Ch. 1, Chapter Resources, Reproducible Master 1-6, "Expressing Food Science Concepts"
				9781619604698	<u>2</u>	Instructor's Resources, Ch. 1, Lesson Plan, 3rd Explain bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604698	6-7	Instructor's Resources, Ch. 1, Chapter Resources, Reproducible Master 1-4, "Analogical Reasoning"
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(2) learn new expressions heard during classroom instruction and interactions	T: K-12	9781619604698	2	Instructor's Resources, Ch. 1, Lesson Plan, 6th Extend bullet
				9781619604698	8	Instructor's Resources, Ch. 1, Chapter Resources, Reproducible Master 1-5, "Analogical Reasoning"
				9781619604698	2	Instructor's Resources, Ch. 4, Lesson Plan, 1st Explore bullet
				9781619604698	2	Instructor's Resources, Ch. 4, Lesson Plan, 3rd Explore bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(3) learn basic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	9781619604698	<u>1</u>	Instructor's Resources, Ch. 2, Lesson Plan, 1st Engage bullet
				9781619604698	<u>2</u>	Instructor's Resources, Ch. 2, Lesson Plan, 2nd Explore bullet
				9781619604698	<u>2</u>	Instructor's Resources, Ch. 3, Lesson Plan, 2nd Explain bullet
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(4) learn academic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	9781619604698	<u>1</u>	Instructor's Resources, Ch. 2, Lesson Plan, 1st Engage bullet
				9781619604698	<u>2</u>	Instructor's Resources, Ch. 2, Lesson Plan, 2nd Explore bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604698	<u>2</u>	Instructor's Resources, Ch. 3, Lesson Plan, 2nd Explain bullet
(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:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(1) monitor understanding of spoken language during classroom instruction and interactions	T: K-12	9781619604698	<u>1</u>	Instructor's Resources, Ch. 1, Lesson Plan, 3rd Engage bullet
				9781619604698	<u>2</u>	Instructor's Resources, Ch. 2, Lesson Plan, 1st bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 5, Lesson Plan, 2nd Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(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:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(2) seek clarification [of spoken language] as needed	T: K-12 S: 6-12	9781619604698	1	Instructor's Resources, Ch. 2, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 9, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 14, Lesson Plan, 1st Engage bullet
(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:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(1) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(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:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(2) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(3) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	T: K-12 S: 6-12	9781619604698	<u>1</u>	Instructor's Resources, Ch. 8, Lesson Plan, 1st Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 17, Lesson Plan, 1st Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 20, Lesson Plan, 1st Engage bullet

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</p>	<p>(1) listen to and derive meaning from a variety of media to build and reinforce concept attainment</p>	NA	NA	NA	NA
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</p>	<p>(2) listen to and derive meaning from a variety of media to build and reinforce language attainment</p>	NA	NA	NA	NA

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(1) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	NA	NA	NA	NA
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(2) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(3) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar</p>	NA	NA	NA	NA
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(4) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	NA	NA	NA	NA

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<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(5) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	NA	NA	NA	NA
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(6) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(7) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar</p>	NA	NA	NA	NA
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(8) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p>	<p>(9) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar</p>	NA	NA	NA	NA
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>(1) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p>	<p>(2) understand information in increasingly complex spoken language commensurate with grade-level learning expectations</p>	NA	NA	NA	NA
<p>(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p>	<p>(1) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(2) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs	T: K-12 S: 6-12	9781619604698	1	Instructor's Resources, Ch. 10, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 15, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 16, Lesson Plan, 1st Engage bullet
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(3) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	T: K-12 S: 6-12	9781619604698	1	Instructor's Resources, Ch. 10, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 16, Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 24, Lesson Plan, 1st Engage bullet
(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:	(1) 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	(4) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	T: K-12	9781619604698	<u>1</u>	Instructor's Resources, Ch. 10, Lesson Plan, 1st Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 16, Lesson Plan, 1st Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 24, Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(5) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	T: K-12 S: 6-12	9781619604698	1	Instructor's Resources, Ch. 10, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 16, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 24, Lesson Plan, 1st Engage bullet
(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		NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p>	<p>(1) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p>	<p>(2) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>2</u></p>	<p>Instructor's Resources, Ch. 3, Lesson Plan, 1st Explain bullet</p>
				<p>9781619604698</p>	<p><u>2</u></p>	<p>Instructor's Resources, Ch. 4, Lesson Plan, 1st Explain bullet</p>
				<p>9781619604698</p>	<p><u>2</u></p>	<p>Instructor's Resources, Ch. 5, Lesson Plan, 1st Explain bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p>	<p>(3) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 2, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 13, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 24, Lesson Plan, 1st Engage bullet</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(1) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(2) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(3) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 6, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 11, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 25, Lesson Plan, 1st Engage bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(4) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	T: K-12 S: 6-12	9781619604698	2	Instructor's Resources, Ch. 1, Lesson Plan, 3rd Explain bullet
				9781619604698	2	Instructor's Resources, Ch. 1, Lesson Plan, 6th Extend bullet
				9781619604698	3	Instructor's Resources, Ch. 1, Lesson Plan, 1st bullet
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(1) speak using grade-level content area vocabulary in context to internalize new English words	T: K-12 S: 6-12	9781619604698	1	Instructor's Resources, Ch. 2, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 14, Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 19, Lesson Plan, 1st Engage bullet
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(2) speak using grade-level content area vocabulary in context to build academic language proficiency	T: K-12 S: 6-12	9781619604698	<u>1</u>	Instructor's Resources, Ch. 10, Lesson Plan, 1st Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 16, Lesson Plan, 1st Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 24, Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) share information in cooperative learning interactions		T: K-12 S: 6-12	9781619604698	1	Instructor's Resources, Ch. 6, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 10, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 11, Lesson Plan, 1st Engage bullet
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(1) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K-12 S: 6-12	9781619604698	1	Instructor's Resources, Ch. 25, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 14, Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 19, Lesson Plan, 1st Engage bullet
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>(2) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p>	<p>T: K-12 S: 6-12</p>	9781619604698	<u>1</u>	Instructor's Resources, Ch. 1, Lesson Plan, 2nd Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 15, Lesson Plan, 1st Engage bullet
				9781619604698	<u>1</u>	Instructor's Resources, Ch. 19, Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>(1) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>T: K-12</p>	<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 3, Lesson Plan, 2nd Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 3, Chapter Resources, Additional Teaching Strategies, #1</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 24, Chapter Resources, Additional Teaching Strategies, #2</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>(2) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>T: K-12</p>	<p>9781619604698</p>	<p>1</p>	<p>Instructor's Resources, Ch. 1, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p>1</p>	<p>Instructor's Resources, Ch. 1, Lesson Plan, 3rd Engage bullet</p>
				<p>9781619604698</p>	<p>1</p>	<p>Instructor's Resources, Ch. 2, Chapter Resources, Additional Teaching Strategies, #3</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>(3) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(1) narrate with increasing specificity and detail as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(2) describe with increasing specificity and detail as more English is acquired</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired</p>	<p>(3) explain with increasing specificity and detail as more English is acquired</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>2</u></p>	<p>Instructor's Resources, Ch. 4, Lesson Plan, 3rd Explore bullet</p>
				<p>9781619604698</p>	<p><u>2</u></p>	<p>Instructor's Resources, Ch. 7, Lesson Plan, 2nd Explain bullet</p>
				<p>9781619604698</p>	<p><u>2</u></p>	<p>Instructor's Resources, Ch. 8, Lesson Plan, 4th Explore bullet</p>
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(I) adapt spoken language appropriately for formal and informal purposes</p>	<p>(1) adapt spoken language appropriately for formal purposes</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(I) adapt spoken language appropriately for formal and informal purposes</p>	<p>(2) adapt spoken language appropriately for informal purposes</p>	NA	NA	NA	NA
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>	<p>(1) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:</p>	<p>(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p>	<p>(2) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment</p>	NA	NA	NA	NA
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p>	<p>(1) learn relationships between sounds and letters of the English language</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots and base words</p>	<p>(2) decode (sound out) words using a combination of skills</p>	NA	NA	NA	NA
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(B) recognize directionality of English reading such as left to right and top to bottom</p>		NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(1) develop basic sight vocabulary used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>2</u></p>	<p>Instructor's Resources, Ch. 4, Lesson Plan, 3rd Explore bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(2) derive meaning of environmental print</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>2</u></p>	<p>Instructor's Resources, Ch. 18, Lesson Plan, 2nd Explain bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 15, Lesson Plan, 1st Explore bullet</p>
				<p>9781619604698</p>	<p><u>2</u></p>	<p>Instructor's Resources, Ch. 22, Lesson Plan, 1st Explain bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(3) comprehend English vocabulary used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 2, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 14, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 19, Lesson Plan, 1st Engage bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>	<p>(4) comprehend English language structures used routinely in written classroom materials</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>2</u></p>	<p>Instructor's Resources, Ch. 1, Lesson Plan, 3rd Explain bullet</p>
				<p>9781619604698</p>	<p><u>2</u></p>	<p>Instructor's Resources, Ch. 1, Lesson Plan, 6th Extend bullet</p>
				<p>9781619604698</p>	<p><u>3</u></p>	<p>Instructor's Resources, Ch. 1, Lesson Plan, 1st bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text</p>		<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p>2</p>	<p>Instructor's Resources, Ch. 3, Lesson Plan, 1st Explain bullet</p>
				<p>9781619604698</p>	<p>2</p>	<p>Instructor's Resources, Ch. 4, Lesson Plan, 1st Explain bullet</p>
				<p>9781619604698</p>	<p>2</p>	<p>Instructor's Resources, Ch. 2, Lesson Plan, 2nd Explore bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p>		<p>T: K-12</p>	<p>9781619604698</p>	<p>1</p>	<p>Instructor's Resources, Ch. 1, Lesson Plan, 2nd Engage bullet</p>
				<p>9781619604698</p>	<p>1</p>	<p>Instructor's Resources, Ch. 1, Lesson Plan, 3rd Engage bullet</p>
				<p>9781619604698</p>	<p>2</p>	<p>Instructor's Resources, Ch. 1, Lesson Plan, 1st Extend bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(1) use visual and contextual support to read grade-appropriate content area text</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 1, Lesson Plan, 2nd Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 15, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 21, Lesson Plan, 1st Engage bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(2) use visual and contextual support to enhance and confirm understanding</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 10, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 16, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 24, Lesson Plan, 1st Engage bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 2, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 14, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 19, Lesson Plan, 1st Engage bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(4) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language</p>	NA	NA	NA	NA
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(5) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	9781619604698	1	<p>Instructor's Resources, Ch. 1, Lesson Plan, 2nd Engage bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604698	1	Instructor's Resources, Ch. 13, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 18, Lesson Plan, 1st Engage bullet
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(6) use support from peers and teachers to read grade-appropriate content area text</p>	<p>T: K-12 S: 6-12</p>	9781619604698	1	<p>Instructor's Resources, Ch. 1, Lesson Plan, 2nd Engage bullet</p>
				9781619604698	1	Instructor's Resources, Ch. 13, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 18, Lesson Plan, 1st Engage bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(7) use support from peers and teachers to enhance and confirm understanding</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 6, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 9, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 12, Lesson Plan, 1st Engage bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(8) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 2, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 14, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 19, Lesson Plan, 1st Engage bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(9) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>3</u></p>	<p>Instructor's Resources, Ch. 1, Lesson Plan, 1st bullet</p>
				<p>9781619604698</p>	<p><u>2</u></p>	<p>Instructor's Resources, Ch. 1, Lesson Plan, 3rd Explain bullet</p>
				<p>9781619604698</p>	<p><u>2</u></p>	<p>Instructor's Resources, Ch. 1, Lesson Plan, 6th Extend bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p>	<p>(10) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 1, Lesson Plan, 3rd Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 1, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 11, Lesson Plan, 1st Engage bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(1) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(2) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 10, Lesson Plan, 1st Engage bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
				9781619604698	1	Instructor's Resources, Ch. 12, Lesson Plan, 1st Engage bullet
				9781619604698	1	Instructor's Resources, Ch. 3, Lesson Plan, 1st Engage bullet
(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 first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(3) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: K-12 S: 6-12	9781619604698	3	Instructor's Resources, Ch. 1, Lesson Plan, 2nd Evaluate bullet
				9781619604698	3	Instructor's Resources, Ch. 2, Lesson Plan, 2nd Evaluate bullet
				9781619604698	2	Instructor's Resources, Ch. 3, Lesson Plan, 2nd Evaluate bullet

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p>	<p>(4) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs</p>	<p>T: K-12 S: 6-12</p>	<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 10, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 16, Lesson Plan, 1st Engage bullet</p>
				<p>9781619604698</p>	<p><u>1</u></p>	<p>Instructor's Resources, Ch. 24, Lesson Plan, 1st Engage bullet</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(H) read silently with increasing ease and comprehension for longer periods</p>	<p>(1) read silently with increasing ease for longer periods</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(H) read silently with increasing ease and comprehension for longer periods</p>	<p>(2) read silently with increasing comprehension for longer periods</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(1) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs</p>	<p>(1) demonstrate English comprehension by employing basic reading skills commensurate with content area needs</p>	NA	NA	NA	NA
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(1) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text and distinguishing main ideas from details commensurate with content area needs</p>	<p>(2) expand reading skills commensurate with content area needs</p>	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs</p>		NA	NA	NA	NA
<p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p>	<p>(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade level needs</p>		NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
<p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p>	<p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>		<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location
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