

<i>Proclamation 2020</i> Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material	
Subject	Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading
Subchapter	Subchapter C. High School
Course	§128.36. English Language Development and Acquisition (ELDA) (One Credit), Adopted 2017
<p>(a) General requirements.</p> <p>(1) Students shall be awarded one credit for successful completion of this course. This course must be taken concurrently with a corequisite language arts course as outlined in Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading) or this chapter. Recommended corequisites: English I for Speakers of Other Languages (ESOL I) and English II for Speakers of Other Languages (ESOL II).</p> <p>(2) Students may take this course with a different corequisite for a maximum of two credits.</p>	
<p>(b) Introduction</p> <p>(1) English Language Development and Acquisition (ELDA) is designed to provide instructional opportunities for secondary recent immigrant students with little or no English proficiency. These students have scored at the negligible/very limited academic language level of the state-approved English oral language proficiency tests. This course enables students to become increasingly more proficient in English in all four language domains. It addresses cognitive, linguistic, and affective needs in compliance with federal requirements and the provisions of Chapter 89, Subchapter BB, of this title (relating to Commissioner's Rules Concerning State Plan for Educating English Language Learners) under the Texas Education Code, §§29.051-29.064.</p> <p>(2) The English Language Development and Acquisition (ELDA) course will validate a student's native language and culture as a valuable resource and as a foundation to attain the English language. It will develop social language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students.</p> <p>(3) Through comprehensible input, students have access to curriculum that accelerates second language acquisition. Students are challenged to apply higher-order thinking skills in all four language domains.</p>	

(4) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that English language learners acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(5) The development of communicative competence occurs through targeted lessons based on students' needs, although academic language proficiency is the focus of instruction.

(6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) distinguish and produce sounds and intonation patterns of English</p>	<p>(i) distinguish sounds of English</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) distinguish and produce sounds and intonation patterns of English</p>	<p>(ii) distinguish intonation patterns of English</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) distinguish and produce sounds and intonation patterns of English</p>	<p>(iii) produce sounds of English</p>

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) distinguish and produce sounds and intonation patterns of English</p>	<p>(iv) produce intonation patterns of English</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) recognize print directionality of the English language such as reading left to right or top to bottom</p>	<p>(i) recognize print directionality of the English language</p>

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) develop knowledge of relationships between sounds and letters of the English language to represent sounds when writing in English</p>	<p>(i) develop knowledge of relationships between sounds and letters of the English language to represent sounds when writing in English</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(D) process and use basic academic English language interdisciplinary vocabulary</p>	<p>(i) process basic academic English language interdisciplinary vocabulary</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(D) process and use basic academic English language interdisciplinary vocabulary</p>	<p>(ii) use basic academic English language interdisciplinary vocabulary</p>

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) understand the general meaning, main points, and important details of spoken language ranging from universally familiar to unfamiliar topics</p>	<p>(i) understand the general meaning of spoken language ranging from universally familiar to unfamiliar topics</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) understand the general meaning, main points, and important details of spoken language ranging from universally familiar to unfamiliar topics</p>	<p>(ii) understand the main points of spoken language ranging from universally familiar to unfamiliar topics</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) understand the general meaning, main points, and important details of spoken language ranging from universally familiar to unfamiliar topics</p>	<p>(iii) understand the important details of spoken language ranging from universally familiar to unfamiliar topics</p>

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, clothing, colors, and time</p>	<p>(i) identify people</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, clothing, colors, and time</p>	<p>(ii) identify places</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, clothing, colors, and time</p>	<p>(iii) identify objects</p>

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, clothing, colors, and time</p>	<p>(iv) identify events</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, clothing, colors, and time</p>	<p>(v) identify basic concepts</p>

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) 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>(i) learn relationships between sounds and letters of the English language</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) 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>(ii) decode (sound out) words using a combination of skills</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(H) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(i) identify words that name actions</p>

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(H) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(ii) identify words that name directions</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(H) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(iii) identify words that name positions</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(H) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(iv) identify words that name sequences</p>

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(H) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(v) identify words that name locations</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(H) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(vi) use words that name actions</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(H) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(vii) use words that name directions</p>

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(H) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(viii) use words that name positions</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(H) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(ix) use words that name sequences</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(H) identify and use words that name actions, directions, positions, sequences, and locations</p>	<p>(x) use words that name locations</p>

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(I) develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely</p>	<p>(i) develop basic sight vocabulary</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(I) develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely</p>	<p>(ii) derive meaning from environmental print</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(I) develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely</p>	<p>(iii) comprehend English vocabulary used routinely</p>

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(I) develop basic sight vocabulary, derive meaning from environmental print, and comprehend English vocabulary and language structures used routinely</p>	<p>(iv) comprehend English language structures used routinely</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(J) use print or digital resources such as glossaries, English dictionaries, bilingual dictionaries, thesauri, and available technology to determine meanings and usage</p>	<p>(i) use print or digital resources to determine meanings</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(J) use print or digital resources such as glossaries, English dictionaries, bilingual dictionaries, thesauri, and available technology to determine meanings and usage</p>	<p>(ii) use print or digital resources to determine usage</p>

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(K) listen actively and ask relevant questions to clarify understanding</p>	<p>(i) listen actively</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(K) listen actively and ask relevant questions to clarify understanding</p>	<p>(ii) ask relevant questions to clarify understanding</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(L) share prior knowledge with peers and others to facilitate communication and foster respect for others</p>	<p>(i) share prior knowledge with peers to facilitate communication</p>

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<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(L) share prior knowledge with peers and others to facilitate communication and foster respect for others</p>	<p>(ii) share prior knowledge with peers to foster respect for others</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(L) share prior knowledge with peers and others to facilitate communication and foster respect for others</p>	<p>(iii) share prior knowledge with others to facilitate communication</p>
<p>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. Students develop oral language and word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and encode. Students apply knowledge and relationships found in the structures, origins, and contextual meanings of words. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(L) share prior knowledge with peers and others to facilitate communication and foster respect for others</p>	<p>(iv) share prior knowledge with others to foster respect for others</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) summarize texts and retell in English or the native language (L1) as needed</p>	<p>(i) summarize texts in English or the native language (L1) as needed</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) summarize texts and retell in English or the native language (L1) as needed</p>	<p>(ii) retell [texts] in English or the native language (L1) as needed</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) self-monitor using pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary to enhance comprehension of input from various sources</p>	<p>(i) self-monitor using pre-reading supports to enhance comprehension of input from various sources</p>

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<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) demonstrate comprehension of English by participating in shared reading, responding to questions, and taking notes that are commensurate with language acquisition</p>	<p>(i) demonstrate comprehension of English by participating in shared reading that [is] commensurate with language acquisition</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) demonstrate comprehension of English by participating in shared reading, responding to questions, and taking notes that are commensurate with language acquisition</p>	<p>(ii) demonstrate comprehension of English by responding to questions that are commensurate with language acquisition</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) demonstrate comprehension of English by participating in shared reading, responding to questions, and taking notes that are commensurate with language acquisition</p>	<p>(iii) demonstrate comprehension of English by taking notes that are commensurate with language acquisition</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(D) make connections to personal experiences, ideas in other texts, and the larger community</p>	<p>(i) make connections to personal experiences</p>

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<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(D) make connections to personal experiences, ideas in other texts, and the larger community</p>	<p>(ii) make connections to ideas in other texts</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(D) make connections to personal experiences, ideas in other texts, and the larger community</p>	<p>(iii) make connections to the larger community</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language</p>	<p>(i) listen to a variety of media to build concepts</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language</p>	<p>(ii) listen to a variety of media to build language</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language</p>	<p>(iii) listen to a variety of media to reinforce concepts</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language</p>	<p>(iv) listen to a variety of media to reinforce language</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language</p>	<p>(v) derive meaning from a variety of media to build concepts</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language</p>	<p>(vi) derive meaning from a variety of media to build language</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language</p>	<p>(vii) derive meaning from a variety of media to reinforce concepts</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) listen to and derive meaning from a variety of media such as video, DVD, CD, or other technology to build and reinforce concepts and language</p>	<p>(viii) derive meaning from a variety of media to reinforce language</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) make inferences and use evidence to support understanding</p>	<p>(i) make inferences to support understanding</p>
<p>(2) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. Students use metacognitive skills both develop and deepen comprehension of increasingly complex texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) make inferences and use evidence to support understanding</p>	<p>(ii) use evidence to support understanding</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) formulate and provide effective verbal and non-verbal feedback</p>	<p>(i) formulate effective verbal feedback</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) formulate and provide effective verbal and non-verbal feedback</p>	<p>(ii) formulate effective non-verbal feedback</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) formulate and provide effective verbal and non-verbal feedback</p>	<p>(iii) provide effective verbal feedback</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) formulate and provide effective verbal and non-verbal feedback</p>	<p>(iv) provide effective non-verbal feedback</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(i) speak using a variety of increasingly complex grammatical structures with increasing accuracy as more English is acquired</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(ii) speak using a variety of increasingly complex grammatical structures with increasing ease as more English is acquired</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(iii) speak using a variety of increasingly complex sentence lengths with increasing accuracy as more English is acquired</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(iv) speak using a variety of increasingly complex sentence lengths with increasing ease as more English is acquired</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(v) speak using a variety of increasingly complex sentence types with increasing accuracy as more English is acquired</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(vi) speak using a variety of increasingly complex sentence types with increasing ease as more English is acquired</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(vii) speak using a variety of increasingly complex connecting words with increasing accuracy as more English is acquired</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) speak using a variety of increasingly complex grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p>	<p>(viii) speak using a variety of increasingly complex connecting words with increasing ease as more English is acquired</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) ask for and give information such as directions, address, name, age, and nationality</p>	<p>(i) ask for information</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) ask for and give information such as directions, address, name, age, and nationality</p>	<p>(ii) give information</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(D) express ideas and feelings such as gratitude, needs, opinion, and greetings</p>	<p>(i) express ideas</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(D) express ideas and feelings such as gratitude, needs, opinion, and greetings</p>	<p>(ii) express feelings</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) communicate non-verbally to effectively and appropriately engage in formal and social interactions</p>	<p>(i) communicate non-verbally to effectively engage in formal interactions</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) communicate non-verbally to effectively and appropriately engage in formal and social interactions</p>	<p>(ii) communicate non-verbally to effectively engage in social interactions</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) communicate non-verbally to effectively and appropriately engage in formal and social interactions</p>	<p>(iii) communicate non-verbally to appropriately engage in formal interactions</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) communicate non-verbally to effectively and appropriately engage in formal and social interactions</p>	<p>(iv) communicate non-verbally to appropriately engage in social interactions</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in short discussions</p>	<p>(i) express opinions ranging from communicating single words and short phrases to participating in short discussions</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in short discussions</p>	<p>(ii) express ideas ranging from communicating single words and short phrases to participating in short discussions</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in short discussions</p>	<p>(iii) express feelings ranging from communicating single words and short phrases to participating in short discussions</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment</p>	<p>(i) respond orally to information presented in a wide variety of print media to reinforce concept attainment</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment</p>	<p>(ii) respond orally to information presented in a wide variety of electronic media to reinforce concept attainment</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment</p>	<p>(iii) respond orally to information presented in a wide variety of audio media to reinforce concept attainment</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment</p>	<p>(iv) respond orally to information presented in a wide variety of visual media to reinforce concept attainment</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment</p>	<p>(v) respond orally to information presented in a wide variety of print media to reinforce language attainment</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment</p>	<p>(vi) respond orally to information presented in a wide variety of electronic media to reinforce language attainment</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment</p>	<p>(vii) respond orally to information presented in a wide variety of audio media to reinforce language attainment</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to reinforce concept and language attainment</p>	<p>(viii) respond orally to information presented in a wide variety of visual media to reinforce language attainment</p>
<p>(3) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. Students react and respond to a variety of sources that are read, heard, or viewed. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(H) organize information in a variety of ways such as graphics, conceptual maps, and learning logs</p>	<p>(i) organize information in a variety of ways</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) compare characteristics of cultures represented in various linguistic and non-linguistic sources</p>	<p>(i) compare characteristics of cultures represented in various linguistic sources</p>
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) compare characteristics of cultures represented in various linguistic and non-linguistic sources</p>	<p>(ii) compare characteristics of cultures represented in various non-linguistic sources</p>
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) read and listen to adapted or linguistically accommodated modified classical, traditional, contemporary, and multicultural works in English or native language (L1) in alignment with grade-level student expectations</p>	<p>(i) read adapted or linguistically accommodated modified classical works in English or native language (L1) in alignment with grade-level student expectations</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) read and listen to adapted or linguistically accommodated modified classical, traditional, contemporary, and multicultural works in English or native language (L1) in alignment with grade-level student expectations</p>	<p>(ii) read adapted or linguistically accommodated modified traditional works in English or native language (L1) in alignment with grade-level student expectations</p>
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) read and listen to adapted or linguistically accommodated modified classical, traditional, contemporary, and multicultural works in English or native language (L1) in alignment with grade-level student expectations</p>	<p>(iii) read adapted or linguistically accommodated modified contemporary works in English or native language (L1) in alignment with grade-level student expectations</p>
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) read and listen to adapted or linguistically accommodated modified classical, traditional, contemporary, and multicultural works in English or native language (L1) in alignment with grade-level student expectations</p>	<p>(iv) read adapted or linguistically accommodated modified multicultural works in English or native language (L1) in alignment with grade-level student expectations</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) read and listen to adapted or linguistically accommodated modified classical, traditional, contemporary, and multicultural works in English or native language (L1) in alignment with grade-level student expectations</p>	<p>(v) listen to adapted or linguistically accommodated modified classical works in English or native language (L1) in alignment with grade-level student expectations</p>
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) read and listen to adapted or linguistically accommodated modified classical, traditional, contemporary, and multicultural works in English or native language (L1) in alignment with grade-level student expectations</p>	<p>(vi) listen to adapted or linguistically accommodated modified traditional works in English or native language (L1) in alignment with grade-level student expectations</p>
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) read and listen to adapted or linguistically accommodated modified classical, traditional, contemporary, and multicultural works in English or native language (L1) in alignment with grade-level student expectations</p>	<p>(vii) listen to adapted or linguistically accommodated modified contemporary works in English or native language (L1) in alignment with grade-level student expectations</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) read and listen to adapted or linguistically accommodated modified classical, traditional, contemporary, and multicultural works in English or native language (L1) in alignment with grade-level student expectations</p>	<p>(viii) listen to adapted or linguistically accommodated modified multicultural works in English or native language (L1) in alignment with grade-level student expectations</p>
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information</p>	<p>(i) use text features, including titles to locate, explain, or use information</p>
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information</p>	<p>(ii) use text features, including headings to locate, explain, or use information</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information</p>	<p>(iii) use text features, including subheadings to locate, explain, or use information</p>
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information</p>	<p>(iv) use text features, including paragraphs to locate, explain, or use information</p>
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information</p>	<p>(v) use text features, including fonts to locate, explain, or use information</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information</p>	<p>(vi) use text features, including styles to locate, explain, or use information</p>
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information</p>	<p>(vii) use text features, including [an] index to locate, explain, or use information</p>
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information</p>	<p>(viii) use text features, including [a] glossary to locate, explain, or use information</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information</p>	<p>(ix) use text features, including [a] table of contents to locate, explain, or use information</p>
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) use text features, including titles, headings, subheadings, paragraphs, fonts, styles, index, glossary, table of contents, and graphics to locate, explain, or use information</p>	<p>(x) use text features, including graphics to locate, explain, or use information</p>
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(D) compare and contrast how events are presented and information is communicated by visual images such as graphic art, illustrations, or photographs versus non-visual text</p>	<p>(i) compare and contrast how events are presented by visual images</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts. Students recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse multicultural texts. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(D) compare and contrast how events are presented and information is communicated by visual images such as graphic art, illustrations, or photographs versus non-visual text</p>	<p>(ii) compare and contrast how information is communicated by visual images</p>
<p>(5) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) determine and interpret an author's or speaker's intended message</p>	<p>(i) determine an author's or speaker's intended message</p>
<p>(5) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) determine and interpret an author's or speaker's intended message</p>	<p>(ii) interpret an author's or speaker's intended message</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) determine the target audience</p>	<p>(i) determine the target audience</p>
<p>(5) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students will analyze and apply author's craft purposefully in order to develop their own products and performances. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) determine the purpose of the message</p>	<p>(i) determine the purpose of the message</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) produce legible work that demonstrates increasing accuracy in the use of the English alphabet, spelling, and the correct use of the conventions of punctuation and capitalization</p>	<p>(i) produce legible work that demonstrates increasing accuracy in the use of the English alphabet</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) produce legible work that demonstrates increasing accuracy in the use of the English alphabet, spelling, and the correct use of the conventions of punctuation and capitalization</p>	<p>(ii) produce legible work that demonstrates increasing accuracy in the use of spelling</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) produce legible work that demonstrates increasing accuracy in the use of the English alphabet, spelling, and the correct use of the conventions of punctuation and capitalization</p>	<p>(iii) produce legible work that demonstrates increasing accuracy in the correct use of the conventions of punctuation</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) produce legible work that demonstrates increasing accuracy in the use of the English alphabet, spelling, and the correct use of the conventions of punctuation and capitalization</p>	<p>(iv) produce legible work that demonstrates increasing accuracy in the correct use of capitalization</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) spell familiar words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(i) spell familiar words with increasing accuracy</p>

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<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) spell familiar words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(ii) employ English spelling patterns with increasing accuracy as more English is acquired</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) spell familiar words with increasing accuracy and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	<p>(iii) employ English spelling rules with increasing accuracy as more English is acquired</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) demonstrate increasing control over grammatical elements such as subject-verb agreement, pronoun agreement, and verb forms</p>	<p>(i) demonstrate increasing control over grammatical elements</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(D) use prewriting strategies to generate ideas, develop voice, and plan</p>	<p>(i) use prewriting strategies to generate ideas</p>

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<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(D) use prewriting strategies to generate ideas, develop voice, and plan</p>	<p>(ii) use prewriting strategies to develop voice</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(D) use prewriting strategies to generate ideas, develop voice, and plan</p>	<p>(iii) use prewriting strategies to plan</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(E) write effectively in first person</p>	<p>(i) write effectively in first person</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue</p>	<p>(i) apply oral conventions in English with increasing fluency during classroom presentations</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue</p>	<p>(ii) apply oral conventions in English with increasing fluency [in] compositions</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue</p>	<p>(iii) apply oral conventions in English with increasing fluency during dialogue</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue</p>	<p>(iv) apply written conventions in English with increasing fluency during classroom presentations</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue</p>	<p>(v) apply written conventions in English with increasing fluency during compositions</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(F) apply oral and written conventions in English with increasing fluency during classroom presentations, compositions, and dialogue</p>	<p>(vi) apply written conventions in English with increasing fluency [in] compositions</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) arrange phrases, clauses, and sentences into correct and meaningful patterns</p>	<p>(i) arrange phrases into correct patterns</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) arrange phrases, clauses, and sentences into correct and meaningful patterns</p>	<p>(ii) arrange clauses into correct patterns</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) arrange phrases, clauses, and sentences into correct and meaningful patterns</p>	<p>(iii) arrange sentences into correct patterns</p>

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<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) arrange phrases, clauses, and sentences into correct and meaningful patterns</p>	<p>(iv) arrange phrases into meaningful patterns</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) arrange phrases, clauses, and sentences into correct and meaningful patterns</p>	<p>(v) arrange clauses into meaningful patterns</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(G) arrange phrases, clauses, and sentences into correct and meaningful patterns</p>	<p>(vi) arrange sentences into meaningful patterns</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(H) compile written ideas to form complete sentences and paragraphs</p>	<p>(i) compile written ideas to form complete sentences</p>

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<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(H) compile written ideas to form complete sentences and paragraphs</p>	<p>(ii) compile written ideas to form paragraphs</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(I) organize and convert information into different forms such as charts, graphs, and drawings</p>	<p>(i) organize information into different forms</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(I) organize and convert information into different forms such as charts, graphs, and drawings</p>	<p>(ii) convert information into different forms</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(J) convey intended meaning while recognizing the meanings and uses of the other registers in English that are often expressed through colloquialisms, idioms, and other language forms</p>	<p>(i) convey intended meaning while recognizing the meanings of the other registers in English that are often expressed through colloquialisms</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(J) convey intended meaning while recognizing the meanings and uses of the other registers in English that are often expressed through colloquialisms, idioms, and other language forms</p>	<p>(ii) convey intended meaning while recognizing the meanings of the other registers in English that are often expressed through idioms</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(J) convey intended meaning while recognizing the meanings and uses of the other registers in English that are often expressed through colloquialisms, idioms, and other language forms</p>	<p>(iii) convey intended meaning while recognizing the meanings of the other registers in English that are often expressed through other language forms</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(J) convey intended meaning while recognizing the meanings and uses of the other registers in English that are often expressed through colloquialisms, idioms, and other language forms</p>	<p>(iv) convey intended meaning while recognizing the uses of the other registers in English that are often expressed through colloquialisms</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(J) convey intended meaning while recognizing the meanings and uses of the other registers in English that are often expressed through colloquialisms, idioms, and other language forms</p>	<p>(v) convey intended meaning while recognizing the uses of the other registers in English that are often expressed through idioms</p>

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<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(J) convey intended meaning while recognizing the meanings and uses of the other registers in English that are often expressed through colloquialisms, idioms, and other language forms</p>	<p>(vi) convey intended meaning while recognizing the uses of the other registers in English that are often expressed through other language forms</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(K) create, revise, edit, and publish using various technology applications</p>	<p>(i) create using various technology applications</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(K) create, revise, edit, and publish using various technology applications</p>	<p>(ii) revise using various technology applications</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(K) create, revise, edit, and publish using various technology applications</p>	<p>(iii) edit using various technology applications</p>

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<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(K) create, revise, edit, and publish using various technology applications</p>	<p>(iv) publish using various technology applications</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(L) use study tools, including writing, labeling, and sketching, to clarify and remember information</p>	<p>(i) use study tools, including writing, to clarify information</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(L) use study tools, including writing, labeling, and sketching, to clarify and remember information</p>	<p>(ii) use study tools, including labeling, to clarify information</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(L) use study tools, including writing, labeling, and sketching, to clarify and remember information</p>	<p>(iii) use study tools, including sketching, to clarify information</p>

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<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(L) use study tools, including writing, labeling, and sketching, to clarify and remember information</p>	<p>(iv) use study tools, including writing, to remember information</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(L) use study tools, including writing, labeling, and sketching, to clarify and remember information</p>	<p>(v) use study tools, including labeling, to remember information</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(L) use study tools, including writing, labeling, and sketching, to clarify and remember information</p>	<p>(vi) use study tools, including sketching, to remember information</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(M) evaluate writing for both mechanics and content</p>	<p>(i) evaluate writing for mechanics</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(M) evaluate writing for both mechanics and content</p>	<p>(ii) evaluate writing for content</p>
<p>(6) Composition: listening, speaking, reading writing, and thinking using multiple texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. Based on the student's proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(N) use cohesive devices with increasing accuracy</p>	<p>(i) use cohesive devices with increasing accuracy</p>
<p>(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) locate appropriate print and non print information using texts and technical resources, periodicals, and the internet</p>	<p>(i) locate appropriate print information using texts</p>
<p>(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) locate appropriate print and non print information using texts and technical resources, periodicals, and the internet</p>	<p>(ii) locate appropriate print information using technical resources</p>

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(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	-	(iii) locate appropriate print information using periodicals
(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	-	(iv) locate appropriate print information using the internet
(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	-	(v) locate appropriate non-print information using texts
(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	-	(vi) locate appropriate non-print information using technical resources
(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:	-	(vii) locate appropriate non-print information using periodicals

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(A) locate appropriate print and non print information using texts and technical resources, periodicals, and the internet</p>	<p>(viii) locate appropriate non-print information using the internet</p>
<p>(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(B) compile information using available technology</p>	<p>(i) compile information using available technology</p>
<p>(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) discover, organize, and support in writing what is known and what needs to be learned about a topic</p>	<p>(i) discover what is known about a topic</p>
<p>(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) discover, organize, and support in writing what is known and what needs to be learned about a topic</p>	<p>(ii) organize what is known about a topic</p>
<p>(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) discover, organize, and support in writing what is known and what needs to be learned about a topic</p>	<p>(iii) support in writing what is known about a topic</p>

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<p>(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) discover, organize, and support in writing what is known and what needs to be learned about a topic</p>	<p>(v) organize what needs to be learned about in a topic</p>
<p>(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(C) discover, organize, and support in writing what is known and what needs to be learned about a topic</p>	<p>(vi) support in writing what needs to be learned about in a topic</p>
<p>(7) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes. Based on the student's language proficiency level, and with appropriately provided English language development scaffolding, the student is expected to:</p>	<p>(D) compare and contrast coverage of the same event in various media such as newspapers, television, documentaries, blogs, and the internet</p>	<p>(i) compare and contrast coverage of the same event in various media</p>