



Correlation of Connect Kindergarten By Vista



to

Texas English Language Proficiency Standards (ELPS)



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Connect
by Vista
to**

**Texas English Language Proficiency Standards (ELPS)
Kindergarten**

**Correlated to Teacher’s Edition (TE), Student Book (SB), and Big Book (BB)
(Please note any references to Roman Numeral pages are found only in the TE)**

STRAND	STANDARD	PAGE REFERENCES
LEARNING STRATEGIES		
1	The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:	
A	use prior knowledge and experiences to understand meanings in English;	TE/SB: 2, 22, 23, 23G, 23H, 44, 45G, 45M, 66, 67G, 88, 89G, 89H, 89I, 89M, 110, 134, 135N, 158 BB: Neeta Goes to Kindergarten, Best Friends!, Where’s My Birthday Surprise, The Outdoor Market, Robert’s Pet, A Week Away, A Trip to Mexico, The Seasons
B	monitor oral and written language production and employ self-corrective techniques or other resources;	TE/SB: 2, 3, 11, 22, 23, 23M, 27, 28, 30, 39, 40, 44, 45H, 45K, 45M, 45N, 45, 51, 53, 61, 66, 67L, 67, 69, 73, 75, 88, 89H, 89I, 89M, 92, 97, 110, 111, 115, 116, 119, 134, 135, 135K, 135M, 135, 142, 143, 157, 158, 159, 161, 164, 165, 166, 167, 176, 177, 179 BB: Neeta Goes to Kindergarten, Best Friends!, Where’s My Birthday Surprise, The Outdoor Market, Robert’s Pet, A Week Away, A Trip to Mexico, The Seasons

C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;	<p>TE/SB: 2, 3, 9, 22, 23H, 23I, 23L, 26, 28, 29, 30, 31, 42, 44, 48, 61, 65, 66, 88, 89H, 89J, 89K, 89L, 93, 97, 104, 105, 109, 110, 113, 111H, 111J, 115, 126, 129, 132, 133, 134, 135J, 135K, 135L, 135M, 139, 140, 142, 143, 152, 156, 158, 159L, 167, 177, 178, 179, 180</p> <p>BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons</p>
D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);	<p>TE/SB: 3, 3H, 3J, 3K, 3L, 3N, 3, 4, 5, 23, 23H, 23I, 23J, 23K, 23M, 23N, 23, 25, 45, 45J, 45L, 45N, 45, 47, 67H, 67I, 67J, 67K, 67L, 67N, 67M, 67N, 69, 84, 89I, 89J, 89K, 89L, 89M, 91, 111H, 111I, 111J, 111K, 111L, 111M, 111N, 113, 117, 135I, 135L, 136, 137, 159H, 159I, 159J, 159K, 159L, 159M, 159N, 161, 175, 180</p> <p>BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons</p>
E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;	<p>TE/SB: 2, 6, 12, 14, 15, 16, 17, 21, 23G, 26, 27, 32, 33, 35, 37, 38, 39, 43, 44, 45, 54, 55, 56, 57, 60, 61, 65, 66, 71, 76, 77, 78, 79, 82, 83, 84, 85, 98, 99, 100, 101, 102, 103, 104, 107, 108, 111G, 115, 120, 121, 122, 123, 124, 125, 126, 129, 144, 145, 146, 147, 148, 149, 150, 152, 154, 162, 164, 165, 167, 168, 169, 170, 171, 172, 173, 174, 176, 177, 178</p> <p>BB: Best Friends!, A Week Away</p>
F	use accessible language and learn new and essential language in the process;	<p>TE/SB: 2, 3G, 3H, 3I, 3J, 3K, 3L, 3M, 6, 12, 14, 15, 16, 17, 21, 22, 23G, 23I, 23N, 26, 27, 29, 30, 32, 33, 35, 42, 44, 45G, 45I, 45L, 45N, 66, 67G, 67J, 67L, 88, 89G, 89K, 89L, 89M, 106, 110, 111H, 111I, 111J, 111K, 111M, 115, 132, 134, 135G, 135I, 135J, 135K, 135N, 156, 158, 159G, 159H, 159I, 180</p>

		BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and	TE/SB: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 45L, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 29, 60, 61, 62, 63, 64, 65, 67L, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 89J, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 135L, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181 BB: Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Trip to Mexico
H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.	TE/SB: 3, 3H, 3J, 3K, 3L, 3N, 3, 4, 5, 23, 23H, 23I, 23J, 23K, 23M, 23N, 23, 25, 45, 45J, 45L, 45N, 45, 47, 67H, 67I, 67J, 67K, 67L, 67N, 67M, 67N, 69, 84, 89I, 89J, 89K, 89L, 89M, 91, 111H, 111I, 111J, 111K, 111L, 111M, 111N, 113, 117, 135I, 135L, 136, 137, 159H, 159I, 159J, 159K, 159L, 159M, 159N, 161, 175, 180 BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
LISTENING		

2	The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:	
A	distinguish sounds and intonation patterns of <u>English</u> with increasing ease;	<p>TE/SB: 3G, 3H, 3I, 3J, 3K, 3L, 3M, 3N, 12, 13, 14, 16, 23G, 23H, 23I, 23K, 23L, 23M, 23N, 33, 35, 37, 45H, 45I, 45J, 45K, 45L, 45M, 45N, 55, 57, 59, 67G, 67H, 67I, 67J, 67K, 67L, 67M, 67N, 77, 79, 81, 89G, 89H, 89I, 89J, 89K, 89L, 89M, 89N, 99, 101, 103, 111G, 111H, 111I, 111J, 111K, 111L, 111M, 111N, 121, 123, 125, 135G, 135H, 135I, 135J, 135K, 135L, 135M, 135N, 145, 147, 159G, 159H, 159I, 159J, 159K, 159L, 159M, 159N, 169, 171</p> <p>BB: Neeta Goes to Kindergarten, Best Friends!, Where’s My Birthday Surprise, The Outdoor Market, Robert’s Pet, A Week Away, A Trip to Mexico, The Seasons</p>
B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;	TE/SB: 14, 16, 33, 34, 35, 37, 54, 55, 57, 59, 77, 79, 81, 99, 103, 121, 123, 125, 145, 147, 148, 149, 169, 171, 172
C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;	<p>TE/SB: 3G, 18, 19, 23H, 38, 45G, 45H, 45L, 60, 67G, 82, 86, 89H, 104, 107, 111H, 126, 130, 135G, 135H, 135J, 150, 159G, 153, 174</p> <p>BB: Neeta Goes to Kindergarten, Best Friends!, Where’s My Birthday Surprise, The Outdoor Market, Robert’s Pet, A Week Away, A Trip to Mexico, The Seasons</p>
D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;	TE/SB: 3N, 4, 5, 6, 8, 11, 20, 23, 23N, 27, 28, 31, 39, 40, 45, 45H, 45K, 45N, 47, 49, 51, 53, 61, 64, 67, 67L, 67N, 69, 75, 83, 86, 89, 89H, 89I, 89M, 89N, 92, 97, 108, 111, 119, 135, 135I, 135M, 136, 139, 140, 141, 157, 159, 161, 163, 165, 167, 177

		BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;	TE/SB: 3J, 3K, 3M, 10, 30, 45I, 45K, 45L, 46, 67I, 67K, 67M, 72, 89I, 89N, 97, 104, 111J, 131, 135H, 135I, 135L, 159J, 159L, 175 BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;	TE/SB: 3, 3H, 3I, 3J, 3K, 3L, 3M, 3N, 20, 23, 23I, 23J, 23K, 23L, 23M, 23N, 42, 45, 45I, 45J, 45K, 45L, 45M, 45N, 64, 67, 67H, 67I, 67J, 67K, 67L, 67M, 67N, 86, 89, 89H, 89I, 89J, 89K, 89L, 89M, 89N, 108, 111, 111I, 111J, 111K, 111L, 111M, 111N, 127, 132, 135H, 135I, 135J, 135K, 135L, 135M, 135N, 156, 159, 159H, 159I, 159J, 159K, 159L, 159M, 159N, 175, 180 BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;	TE/SB: 3H, 3I, 3J, 3K, 3L, 3M, 3N, 4, 5, 7, 23H, 23I, 23J, 23K, 23L, 23M, 23N, 24, 25, 40, 45H, 45I, 45J, 45K, 45L, 45M, 45, 47, 67A, 67H, 67I, 67J, 67K, 67L, 67M, 67N, 68, 69, 89H, 89I, 89J, 89K, 89L, 89M, 89N, 90, 91, 111H, 111I, 111J, 111K, 111L, 111M, 111N, 112, 113, 135H, 135I, 135J, 135K, 135L, 135M, 135N, 136, 137, 159H, 159I, 159J, 159K, 159L, 159M, 159N, 160, 161 BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A

		Week Away, A Trip to Mexico, The Seasons
H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and	TE/SB: 3H, 3J, 3K, 3L, 3N, 4, 7, 23H, 23J, 23K, 23L, 23M, 23N, 24, 45J, 45I, 45M, 46, 67H, 67I, 67J, 67L, 68, 89H, 89J, 90, 111H, 111K, 111L, 111M, 111N, 112, 135J, 135, 135J, 135K, 135M, 135N, 136, 159H, 159I, 159J, 159K, 159L, 159M, 159N, 160 BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.	TE/SB: 3H, 3I, 3J, 3K, 3L, 3N, 5, 23H, 23I, 23J, 23M, 23N, 24, 25, 45J, 45H, 45K, 45N, 47, 67H, 67I, 67J, 67L, 67L, 67M, 67N, 68, 69, 89H, 89I, 89J, 89K, 89L, 89M, 91, 111H, 111I, 111J, 111K, 111L, 111M, 111N, 113, 135H, 135I, 135L, 135M, 136, 159H, 159I, 159J, 159K, 159L, 159M, 159N, 161 BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
SPEAKING AND LISTENING		
3	The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	
A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;	TE/SB: 14, 16, 33, 34, 35, 37, 54, 55, 57, 59, 77, 79, 81, 99, 103, 121, 123, 125, 145, 147, 148, 149, 169, 171, 172
B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information	TE/SB: 2, 28, 31, 38, 60, 62, 64, 69, 82, 84, 87, 96, 104, 106, 114, 115, 116, 119, 126, 150, 151, 156, 163, 174, 180

	represented or supported by pictures, and by learning and using routine language needed for classroom communication;	
C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;	TE/SB: 18, 19, 22, 26, 28, 29, 30, 31, 41, 43, 44, 48, 52, 61, 62, 63, 64, 65, 66, 68, 69, 72, 73, 84, 87, 88, 93, 96, 97, 106, 107, 114, 115, 116, 119, 141, 151, 156, 163, 180
D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;	TE/SB: 21, 28, 31, 39, 52, 62, 63, 69, 84, 87, 106, 114, 108, 116, 118, 129, 154, 162, 163, 179
E	share information in cooperative learning interactions;	TE/SB: 3, 3K, 17, 19, 23, 27, 28, 36, 43, 45, 45G, 45M, 67, 67G, 83, 84, 85, 89, 89H, 89L, 107, 111, 111M, 115, 119, 128, 131, 133, 135, 142, 154, 155, 159, 159G, 164, 167, 176 BB: Neeta Goes to Kindergarten, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, The Seasons
F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments;	TE/SB: 3, 3G, 3I, 3N, 3M, 8, 11, 23, 23G, 23I, 23L, 23N, 31, 45G, 45H, 45K, 45L, 45N, 45M, 48, 67G, 67L, 67N, 84, 89G, 89H, 89I, 89L, 89M, 97, 106, 111G, 111I, 116, 135G, 135I, 135M, 135N, 159G, 159N, 161 BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;	TE/SB: 21, 28, 31, 39, 52, 62, 63, 69, 84, 87, 106, 114, 108, 116, 118, 129, 154, 162, 163, 179
H	narrate, describe, and explain with increasing specificity and detail as more English is acquired;	TE/SB: 3H, 3I, 3J, 3K, 3L, 3N, 5, 23H, 23I, 23J, 23M, 23N, 24, 25, 45J, 45H, 45K, 45N, 47, 67H, 67I, 67J, 67L, 67L, 67M, 67N, 68, 69, 89H, 89I, 89J, 89K, 89L, 89M, 91, 111H, 111I, 111J, 111K, 111L, 111M, 111N, 113, 135H, 135I, 135L, 135M, 136, 159H, 159I, 159J, 159K, 159L, 159M, 159N, 161

		BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
I	adapt spoken language appropriately for formal and informal purposes; and	TE/SB: 2, 28, 31, 38, 60, 62, 64, 69, 82, 84, 87, 96, 104, 106, 114, 115, 116, 119, 126, 150, 151, 156, 163, 174, 180
J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.	TE/SB: 3, 3G, 3I, 3N, 3M, 8, 11, 23, 23G, 23I, 23L, 23N, 31, 45G, 45H, 45K, 45L, 45N, 45M, 48, 67G, 67L, 67N, 84, 89G, 89H, 89I, 89L, 89M, 97, 106, 111G, 111I, 116, 135G, 135I, 135M, 135N, 159G, 159N, 161 BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
READING LITERATURE		
4	The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	
A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;	TE/SB: 13, 14, 16, 33, 34, 35, 37, 38, 54, 55, 57, 59, 60, 77, 78, 79, 81, 86, 98, 99, 101, 103, 104, 121, 123, 125, 132, 145, 147, 148, 149, 150, 169, 171, 172, 173
B	recognize directionality of English reading such as left to right and top to bottom;	TE/SB: 3G, 3H, 3I, 3J, 3K, 3M, 3N, 4, 8, 18, 23G, 23H, 23I, 23J, 23K, 23M, 23N, 24, 45G, 45H, 45I, 45J, 45K, 45M, 45N, 46, 67G, 67H, 67I, 67J, 67K, 67L, 67M, 67N, 68, 89G, 89H, 89I, 89J, 89I, 89G, 89K, 89L, 89M, 89N, 90, 111G, 111H, 111I, 111J, 111K, 111L, 111M, 111N, 112, 135G, 135H, 135I, 135J, 135K, 135L, 135M, 135N, 136, 159H, 159I, 159J, 159K, 159L, 159M, 159N, 160

		BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;	TE/SB: 3, 3G, 3I, 3N, 3M, 8, 11, 16, 23, 28, 23G, 23I, 23L, 23N, 28, 31, 39, 45G, 45H, 45K, 45L, 45N, 45M, 48, 52, 62, 63, 67G, 67L, 67N, 69, 84, 87, 89G, 89H, 89I, 89L, 89M, 97, 106, 108, 114, 111G, 111I, 116, 118, 121, 129, 135G, 135I, 135M, 135N, 154, 159G, 159N, 161, 162, 163, 179 BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
D	use prereading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other prereading activities to enhance comprehension of written text;	TE/SB: 2, 4, 5, 11, 23F, 23K, 26, 38, 42, 44, 45I, 45N, 51, 66, 67, 67E, 69, 70, 72, 88, 89F, 89I, 89J, 89K, 94, 110, 111G, 111M, 112, 113, 128, 135, 135H, 135I, 135M, 141, 154, 156, 161, 163, 164, 177 BB: Best Friends!, Where's My Birthday Surprise, Robert's Pet, A Week Away, A Trip to Mexico
E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;	TE/SB: 3H–N, 4, 6, 17, 18, 19, 23HN, 27, 38, 39, 41, 42, 45HN, 60, 62, 63, 64, 67H–N, 82, 84, 85, 86, 89HN, 105, 106, 107, 111HN, 118, 126, 128, 129, 131, 135HN, 136, 150, 154, 156, 159HN, 162, 165, 167, 167HN, 174, 175, 177, 178 BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and	TE/SB: 3J, 3K, 3M, 10, 30, 45I, 45K, 45L, 46, 67I, 67K, 67M, 72, 89I, 89N, 97, 104, 111J, 131, 135H, 135I, 135L, 159J, 159L, 175

	background knowledge needed to comprehend increasingly challenging language;	BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;	TE/SB: 3H, 3I, 3J, 3K, 3L, 3N, 5, 23H, 23I, 23J, 23M, 23N, 24, 25, 45J, 45H, 45K, 45N, 47, 67H, 67I, 67J, 67L, 67L, 67M, 67N, 68, 69, 89H, 89I, 89J, 89K, 89L, 89M, 91, 111H, 111I, 111J, 111K, 111L, 111M, 111N, 113, 135H, 135I, 135L, 135M, 136, 159H, 159I, 159J, 159K, 159L, 159M, 159N, 161 BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
H	read silently with increasing ease and comprehension for longer periods;	TE/SB: N/A
I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs;	TE/SB: 3H, 3I, 3J, 3K, 3L, 3N, 5, 23H, 23I, 23J, 23M, 23N, 24, 25, 45J, 45H, 45K, 45N, 47, 67H, 67I, 67J, 67L, 67L, 67M, 67N, 68, 69, 89H, 89I, 89J, 89K, 89L, 89M, 91, 111H, 111I, 111J, 111K, 111L, 111M, 111N, 113, 135H, 135I, 135L, 135M, 136, 159H, 159I, 159J, 159K, 159L, 159M, 159N, 161 BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons
J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and	TE/SB: 3G, 3H, 3J, 3K, 3L, 3N, 4, 5, 3G, 23H, 23J, 23K, 23L, 23N, 25, 45G, 45J, 45M, 47, 67G, 67H, 67I, 67J, 67N, 69, 89G, 89H, 89J, 90, 91, 111G, 111H, 111K, 111L, 111M, 111N, 112, 113, 135G, 135J, 135K, 135M, 135N, 137, 159G, 159H, 159I, 159J, 159K, 159L, 159M, 159N, 160, 161 BB: Neeta Goes to Kindergarten, Best Friends!, Where's My Birthday Surprise, The Outdoor Market, Robert's Pet, A Week Away, A Trip to Mexico, The Seasons

K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.	TE/SB: N/A
WRITING		
5	The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:	
A	learn relationships between sounds and letters of the English language to represent sounds when writing in English;	TE/SB: 13, 14, 16, 33, 34, 35, 37, 38, 54, 55, 57, 59, 60, 77, 78, 79, 81, 86, 98, 99, 101, 103, 104, 121, 123, 125, 132, 145, 147, 148, 149, 150, 169, 171, 172, 173
B	write using newly acquired basic vocabulary and content-based grade-level vocabulary;	TE/SB: 73, 107, 128, 152, 176, 178
C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;	TE/SB: 38, 60, 82, 84, 104, 126, 150, 174
D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;	TE/SB: N/A
E	employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:	TE/SB: N/A
i	using correct verbs, tenses, and pronouns/antecedents;	TE/SB: N/A
ii	using possessive case (apostrophe s) correctly; and	TE/SB: N/A
iii	using negatives and contractions correctly;	TE/SB: N/A
F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired; and	TE/SB: N/A
G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.	TE/SB: N/A