

		American Culture	Community and Health Resources	Exploring Your Future	Food and Meals	Grooming	Money Basics	Safety	School Basics	School Expectations	School Success	Social Skills	Sports and Activities	Transportation	Weather and Natural Disasters
English Language Proficiency Standards															
Learning Strategies: The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curroulum, all instruction delivered in Enolish must be linousistically	1(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	х	х	x	х	х	х	х	x	x	×	х	x	x	х
accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:	(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	х	x	x	х	x	х	х	x	x	×	x	x	x	x
Listening: The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate,	2(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	×	х	х	x	х	x	х	x	x	×	x	х	x	х
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:	2(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	×	х	x	х	x	x	х	x	х	×	x	x	x	х
Speaking: The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary	3(E) share information in cooperative learning interactions	×	х	x	x	x	×	x	x	×	×	×	x	x	x
awareness of different language registers (formalinformal) 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-leve learning expectations across the foundation and enrichment curriculum, all instruction delivere 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:	key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	х	x	x	x	х	х	x	х	x	x	х	х	x	x
	3(G) express opinions, ideas, and feelings ranging from communicating single words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	х	х	х	х	х	х	x	х	x	x	х	х	x	x
	3(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	×	x	х	х	х	x	x	х	x	×	x	x	x	х
Reading: The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:	4(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;	×	x	х	х	х	x	x	х	x	x	x	х	х	х
	4(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;	х	x	х	х	х	х	x	х	х	x	х	х	х	х
	4(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language;	x	x	x	x	х	х	х	x	x	х	x	x	x	x
	4(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;	x	х	х	x	х	х	x	х	×	x	х	×	х	х
		American Culture	Community and Health Resources	Exploring Your Future	Food and Meals	Grooming	Money Basics	Safety	School Basics	School Expectations	School Success	Social Skills	Sports and Activities	Transportation	Weather and Natural Disasters
	4(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, surmarizing text, and distinguishing main ideas from details commensurate with content area needs;	x	x	x	x	х	х	x	х	x	x	x	x	x	x
Writing: The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	5(B) write using newly acquired basic vocabulary and content- based grade-level vocabulary;	x	×	x	x	x		x	x	x	×	x	x	x	х
	5(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	x		х	х	х		х	x	x	x	x	x	х	x
For Kindergarten and Grade 1, certain of these student expectations do not apply															

Continue of the control between the protection of the proper in the control between the protection of the proper in the property in the prop	ELLA TEKS															
Security	ELEA IERO															
Security																
Secretary and extension for the property series (secretary transparent protections) whereas the secretary transparent protection for the protect	(1) Developing and sustaining foundational language skills—oral	(E) develop social communication and produce oral language in	x	x	x	×	×	х	x	×	×	×	x	×	x	x
Secretary and extension for the property series (secretary transparent protections) whereas the secretary transparent protection for the protect																
Sections and sections from the control to purpose ability in the control t																
Comparing and materiality from district largery states in terms of the states of the																
watering and distings-opportung starting and communication, decorate production amongs of the control and control	•									ļ						
watering and distings-opportung starting and communication, decorate production amongs of the control and control																
watering and distings-opportung starting and communication, decorate production amongs of the control and control																
watering and distings-opportung starting and communication, decorate production amongs of the control and control	(2) Developing and sustaining foundational language skills: listening speaking		· ·	· ·	· ·	· ·							· ·		· ·	· ·
Security Annual Content Annual Con			_ ^	^	^	,	_	^	^	,	^	^	,	,	^	^
Secretary plants, and majoritating to established accordance described to suppose printing year. Per student is expected to: Company printing and seasoting from described improvement for the student is supposed from the student in supposed from																
So Developing and excitating foundational languages will's labeling speaking. The student is expected to such a foundational languages will's labeling speaking. The student is expected to such as expertaged foundational languages will's labeling speaking. The student is expected to such as expertaged foundational languages will's labeling speaking. The student is expected to such as expertaged foundational languages will's labeling speaking. The student is expected to such as expertaged foundational languages will's labeling speaking. The student is expected to such as expertaged foundational languages will's labeling speaking. The student is expected to such as expertaged foundational languages will's labeling speaking. The student is expected to such as expertaged foundational languages will be such as expertaged foundations. The student is expected to such as such as expertaged foundations will be such as expertaged foundations. The student is expected to such distributions of the student is expected to such distributions of the student is expected for the student is expected to such distributions of the student is expected to such distributions of the student is expected to such distributions of the student is expected to such as expected for such as expected to such as expected for such foundations.																
(ii) Developing and sustaining funcidational languages at life librating, speaking statistic librating, speaking, sp																
P. Conceptings and establishing functional triguage activities (assessment of the solution is proposed activities) and establishing functional productional triguage activities (assessment of the solution is improved productional triguage production in group productions) and adjust flavory when reading grade-layer flavor is trigually produced by the solution is improved production in the solution is improved production in the solution is improved production in the solution is improved by an adjust flavory and adjust flavory when reading grade-layer flavor is triguage production in the solution is improved by an adjust flavory and adjust flavory when reading grade-layer flavor is triguage production. In the solution is improved that in the solution is improved flavor in the solution is improved flavor in the solution in the solution is improved flavor. It improves productions are already in the solution is improved flavor. It improves productions are already in the solution in the solution is improved flavor. It improves productions are already in the solution in the solution is improved flavor. It improves productions are already flavor. It improves productions are already in the solution in the solution is improved flavor. It improves productions are already in the solution in the solution is improved flavor. It improves productions are already in the solution in the solution is improved flavor. It improves productions are already in the solution in the solution is improved flavor. It improves productions are already in the solution in the solution in the solution is improved flavor. It improves productions are already in the solution in the solution in the solution is improved flavor. It improves production are already in the solution in the																
inacting, untiling, and bioking—fluoring, the district reade gas low of set with its reportation for sequence. Based on the study in adjust fluoring professional programs, fluoring professional professional programs, fluoring professional professi		(B) write complete words, thoughts, and answers legibly														
inacting, untiling, and bioking—fluoring, the district reade gas low of set with its reportation for sequence. Based on the study in adjust fluoring professional programs, fluoring professional professional programs, fluoring professional professi			l													
inacting, writing, and floating-fluxery. The slobetin rander goods have set with fluxery and comprehends. Based on the stricting floating-fluxery floating-goods and strict in supported to use appropriate fluxery (rest, eccurse, and growed) and splight fluency when reading grade-leved test based on the reading parallel stricting. Specially in substance (specially arrived and substance) floating-fluxery fluxery f				1	1			†								
inacting, untiling, and bioking—fluoring, the district reade gas low of set with its reportation for sequence. Based on the study in adjust fluoring professional programs, fluoring professional professional programs, fluoring professional professi	(A) Developing and evolutions for additional learnings while ""		<u> </u>					 		 			.			
Successful control completencies. Based on the activative is approached to the subspired in security grade access for the subspired in security grade access comprehension and for exacting grade access for the subspired in security grade access comprehension of increasingly complex texts. Based on the subspired subspired grade grade grade comprehension of forecastingly complex texts. Based on the subspired subspired grade grade grade grade comprehension of forecastingly complex texts. Based on the subspired grade gr			×	×	×	×	×	×	×	×	×	×	×	×	×	×
the action to exception to use appropriate fluority (pairs, securing, and procedule and based on the residing procedule and based on the residence and procedule and based on the residence and procedule and based on the residence and procedule and procedu																
Comprehension at like listening, speaking, reading, writing, and thinking salf control in purpose, as like listening, speaking, reading, writing, and thinking salf control in the state of the student's language proficiency level, the student's language proficiency level, the student's language proficiency shows the student's language proficiency level, the stude																
Converting manufactional languages white: listening, speaking, reading, writing, and thinking submitted in state of the																
(5) Developing and sustaining foundational languages altitis. Intenting, speaking, reading, writing, and trinking evel sustained period of time. Second Procession Skills: listening, speaking, reading, writing, and thinking self sustained period of time. Second Procession Skills: listening, speaking, reading, writing, and thinking self sustained period of time. Second Procession Skills: listening, speaking, reading, writing, self shinking self sustained period of time. Second Procession Skills: listening, speaking, reading, writing, self shinking self sustained period of time. Second Procession Skills: listening, speaking, reading, writing, self shinking self sustained period of time. Second Procession Skills: listening, speaking, reading, writing, self shinking self sustained period of time. Second Procession Skills: listening, speaking, reading, writing, self shinking self sustained period of time. Second Procession Skills: listening, speaking, reading, writing, self shinking self sustained period of time. Second Procession Skills: listening, speaking, reading, writing, self shinking self sustained period of time. Second Procession Skills: listening, speaking, reading, writing, self shinking self sustained period of time. Second Procession Science Sc																
resting, writing, and thinking—exil-select text and read independently for a sistal period of time. (S) Comprehension skills: (listering, speaking, reading, writing, and thinking using profice of time. (S) Comprehension skills: (listering, speaking, reading, writing, and thinking using profice of time. (S) Comprehension skills: (listering, speaking, reading, writing, and thinking using profice of time. (S) Comprehension skills: (listering, speaking, reading, writing, and thinking using profice of time. (S) Comprehension skills: (listering, speaking, reading, writing, and thinking using profice of time. (S) Comprehension of time. (C) male, correct, or confirm predictions using text features. X	purpose.															
resting, writing, and thinking—exil-select text and read independently for a sistal period of time. (S) Comprehension skills: (listering, speaking, reading, writing, and thinking using profice of time. (S) Comprehension skills: (listering, speaking, reading, writing, and thinking using profice of time. (S) Comprehension skills: (listering, speaking, reading, writing, and thinking using profice of time. (S) Comprehension skills: (listering, speaking, reading, writing, and thinking using profice of time. (S) Comprehension skills: (listering, speaking, reading, writing, and thinking using profice of time. (S) Comprehension of time. (C) male, correct, or confirm predictions using text features. X																
appropriet texts independently. Based on the student's language proficiency work, the student's sepected to self-select text and read independently for a sustained period of time. Comprehension skills: listening, speaking, meding, writing, and thinking using complex texts. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time. Comprehension skills: listening, speaking, meding, writing, and thinking using land self-selected loss. Comprehension of increasingly complex texts. Based on the student's language comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of the student is expe	(5) Developing and sustaining foundational language skills: listening, speaking		x	x	x	×	x	×	×	×	x	×	x	×	x	x
appropriet texts independently. Based on the student's language proficiency work, the student's sepected to self-select text and read independently for a sustained period of time. Comprehension skills: listening, speaking, meding, writing, and thinking using complex texts. Based on the student's language proficiency level, the student is expected to self-select text and read independently for a sustained period of time. Comprehension skills: listening, speaking, meding, writing, and thinking using land self-selected loss. Comprehension of increasingly complex texts. Based on the student's language comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: Comprehension of the student is expe																
sustained period of time. [6] Comprehension skills: listening, speaking, reeding, writing, and thinking usin multiple tests. The student use metacognitive skills to both develop and deeper comprehension in chiral paragraph of the student is expected to: [7] Response skills: listening, speaking, reeding, writing, and thinking using multiple tests. The student user metacognitive skills to both develop and deeper comprehension in chiral paragraph of the student is expected to: [8] Comprehension skills: listening, speaking, reeding, writing, and thinking using multiple tests. The student user metacognitive skills to both develop and deeper comprehension skills: listening, speaking, reading, writing, and thinking using multiple tests. The student user metacognitive skills to both develop and deeper comprehension skills: listening, speaking, reading, writing, and thinking using multiple tests. The student user metacognitive skills to both develop and deeper comprehension skills: listening, speaking, reading, writing, and thinking using multiple tests. The student user metacognitive skills to both develop and deeper comprehension skills: listening, speaking, reading, writing, and thinking using multiple tests. The student user metacognitive skills to self-develop and defaels read of details read of details read to details re																
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple tests. The student uses metacognitive skills: listening, speaking, reading, writing, and thinking using multiple tests. The student uses metacognitive skills: listening, speaking, reading, writing, and thinking using for reading assigned and self-selected tests (c) establish purpose for reading assigned and self-selected tests (d) establish purpose for reading assigned and self-selected tests (e) establish purpose for reading assigned and self-selected tests (d) establish purpose for reading assigned and self-selected tests (e) establish purpose for reading assigned and self-selected tests (e) establish purpose for reading assigned and self-selected tests (e) establish purpose for reading assigned and self-selected tests (f) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-selected tests (g) establish purpose for reading assigned and self-select																
multiple taxts. The student uses metacognitive skills to both develop and deeper comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures (E) make connections to personal experiences, ideas in other toots, and society (C) evaluate details read to determine key ideas (C) evaluate details read to determine key ideas (C) (C) evaluate details read to determine key ideas (D) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and amoutating when understanding breaks down (D) Responses akills: Istening, speaking, reading, writing, and thinking using multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety	sustained period of time.															
multiple taxts. The student uses metacognitive skills to both develop and deeper comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures (E) make connections to personal experiences, ideas in other toots, and society (C) evaluate details read to determine key ideas (C) evaluate details read to determine key ideas (C) (C) evaluate details read to determine key ideas (D) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and amoutating when understanding breaks down (D) Responses akills: Istening, speaking, reading, writing, and thinking using multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety of multiple taxts. The student responds to an increasingly challenging variety				-												
multiple texts. The student uses metacognitive skills to both develop and deeper comprehension of increasingly complex texts. Based on the student's language proficiency level, the student is expected to: (C) make, correct, or confirm predictions using text features, characteristics of genre, and structures (E) make connections to personal experiences, ideas in other texts, and society (G) evaluate details read to determine key ideas (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down (I) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of microscope and sequences of the student is expected to: (I) A STAN STAN STAN STAN STAN STAN STAN ST																ļ
multiple texts. The student uses metacognitive skills to both everley and deeper comprehension of increasingly comprehension and make adjustments such as remaiding, using background knowledge, asking questions, and annotating when understanding breaks down (C) make correct, or confirm predictions using text features, characteristics of genre, and structures (C) make correct, or confirm predictions using text features, characteristics of genre, and structures (C) make correct, or confirm predictions using text features, characteristics of genre, and structures (E) make correct, or confirm predictions using text features, characteristics of genre, and structures (G) evaluate details read to determine key ideas (G		(A) establish purpose for reading assigned and self-selected texts	×	x	×	×	×	×	×	×	×	×	×	×	×	x
proficiency level, the student is expected to: C) make, correct, or confirm predictions using text features, characteristics of genre, and structures C) make, correct, or confirm predictions using text features, characteristics of genre, and structures C) make connections to personal experiences, ideas in other texts, and society X		n i i i i i i i i i i i i i i i i i i i														
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures (E) make connections to genre, and structures (F) make conne																
characteristics of genre, and structures (E) make connections to personal experiences, ideas in other texts, and society (G) evaluate details read to determine key ideas (I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and annotating when understanding breaks down American Culture American Culture Health Resources Future Food and Meals Grooming Money Basics Safety School Basics School Expectations Success Success Success Success Activities Transportation Weather and Natural Disaster Natural Disaster (A) describe personal connections to a variety of sources, including self-selected texts (B) make connections to personal experiences, ideas in other texts. X X X X X X X X X X X X X	proficiency level, the student is expected to:	(C) make, correct, or confirm predictions using text features.	×	x	x	×	×	х	x	×	×	×	x	×	×	×
(E) make connections to personal experiences, ideas in other texts, and society (G) evaluate details read to determine key ideas (I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions, and amortaling when understanding breaks down American Culture American Culture Mealth Resources (A) describe personal experiences, ideas in other texts, and society X																
texts, and society (G) evaluate details read to determine key ideas (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down American Culture American Culture Health Resources (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of including self-selected texts (A) describe personal connections to a variety of sources, including self-selected texts			×	×	×	×		×	×	×	×	×	×	×	×	×
(G) evaluate details read to determine key ideas X			l ^	_ ^		Î		_ ^	_ ^	_ ^	^	_ ^	_ ^	^	<u> </u>	
(I) monitor comprehension and make adjustments such as re- reading, using background knowledge, asking questions, and annotating when understanding breaks down American Culture Health Resources Future (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The studen			 	t	1											1
(I) monitor comprehension and make adjustments such as re- reading, using background knowledge, asking questions, and annotating when understanding breaks down American Culture Health Resources Future (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The student responds to an increasingly challenging variety of multiple texts. The studen								 								1
reading, using background knowledge, asking questions, and annotating when understanding breaks down American Culture Health Resources Future Future Food and Meals Grooming Basics Future Future Food and Meals Future Food and Meals Future Future Future Food and Meals Future Future Future Food and Meals Future Future Future Future Food and Meals Future Future Future Future Future Future Food and Meals Future Futur		(G) evaluate details read to determine key ideas	×	<u> </u>				<u> </u>	<u> </u>			<u> </u>				<u> </u>
annotating when understanding breaks down American Culture Health Resources Future Future Food and Meals Future Future Food and Meals Future Future Food and Meals Future Food and Meals Future Future Food and Meals Future Future Future Food and Meals Future Future Future Food and Meals Future Future Future Future Future Future Food and Meals Future Future Future Future Future Food and Meals Future Future Future Future Future Future Future Future Food and Meals Future Fu		(I) monitor comprehension and make adjustments such as re-	x	x	x	×	х	х	x	x	×	х	x	x	х	x
American Culture Health Resources Future Food and Meals Grooming Basics School Expectations Success School Expecta		reading, using background knowledge, asking questions, and	İ		1										l	1
Culture Health Resources Future Basics Expectations Success Activities Natural Disaster (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of including self-selected texts (A) describe personal connections to a variety of sources, including self-selected texts		annotating when understanding breaks down	l	1												
Culture Health Resources Future Basics Expectations Success Activities Natural Disaster (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of including self-selected texts			American	Community and	Exploring Your	Food and Meals	Grooming	Money	Safety	School Basics	School	School	Social Skills	Sports and	Transportation	Weather and
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of including self-selected texts															1	Natural Disasters
multiple texts. The student responds to an increasingly challenging variety of including self-selected texts																
multiple texts. The student responds to an increasingly challenging variety of including self-selected texts	(7) Response skills: listening, speaking, reading, writing, and thinking using	(A) describe personal connections to a variety of source	×	×	×	×	×	×	×	×	×	×	x	×	×	×
			"					"					"		"	[
sources that are read, heard, or viewed. Based on the student's	sources that are read, heard, or viewed. Based on the student's			 						 						
sources that are read, heard, or viewed. Based on the student's (H) respond orally or in writing with appropriate register x x x x x x x x x x x x x x x x x x x			×	×	×	×	×	×	×	×	×	×	×	×	×	×
rucatularly, suffe, and voice	gg- pJioj ierei, die stadent is expected to.	vocabulary, tone, and voice								l						