Proclamation 2014
Breakouts for the English Language Proficiency Standards (ELPS)

- The breakouts for the English Language Proficiency Standards (ELPS) for mathematics are provided in this document.
- Each of the three subjects included in Proclamation 2014—science, mathematics, and Technology Applications—has its own ELPS breakout document.
- The center column indicates the breakouts that are required in the teacher material, the breakouts that are required in the student material, and the grade levels for which each specific breakout is required.
- If the center column contains the letter *T,* the breakout is required in the teacher material. The grade span that follows the *T* indicates the grade levels for which that specific breakout is required in the teacher material (e.g., T: K-8).
- If the center column contains the letter *S,* the breakout is required in the student material. The grade span that follows the *S* indicates the grade levels for which that specific breakout is required in the student material (e.g., S: 6-8).
- The grade spans for which a given breakout is required in the teacher material will not necessarily match the grade spans for which that same breakout is required in the student material.
- A center column that contains a *T,* but not an *S,* indicates that the specific breakout is required in the teacher material, but is not required in the student material.
- The center column should not contain an *S* without also containing a *T*. There are no breakouts that are required in the student material that are not also required in the teacher material.
- If the center column contains *NA,* the breakout is not required in either the student material or teacher material. For clarity, these breakouts are also shaded.

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

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

1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

(A) use prior knowledge and experiences to understand meanings in English	(1) use prior knowledge to understand meanings in English	>>>>>	>>>>>	T: K-8 S: 6-8				
(A) use prior knowledge and experiences to understand meanings in English	(2) use prior experiences to understand meanings in English	>>>>>	>>>>>	T: K-8 S: 6-8				
(B) monitor oral and written language production and employ self-corrective techniques or other resources	(1) monitor oral language production and employ self-corrective techniques or other resources	>>>>>	>>>>>	T: K-8				
(B) monitor oral and written language production and employ self-corrective techniques or other resources	(2) monitor written language production and employ self-corrective techniques or other resources	>>>>>	>>>>>	NA				
(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	>>>>>	>>>>>	>>>>>	NA				
(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	>>>>>	>>>>>	>>>>>	T: K-8 S: 6-8				

(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(1) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	>>>>>	>>>>>	NA				
(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(2) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	>>>>>	>>>>>	NA				
(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(3) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	>>>>>	>>>>>	NA				
(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	(4) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	>>>>>	>>>>>	NA				
(F) use accessible language and learn new and essential language in the process	>>>>>	>>>>>	>>>>>	T: K-8				
(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	(1) demonstrate an increasing ability to distinguish between formal and informal English	>>>>>	>>>>>	NA				
(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	(2) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	>>>>>	>>>>>	NA				

(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	>>>>>	>>>>>	>>>>>	NA				
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:								
(A) distinguish sounds and intonation patterns of English with increasing ease	(1) distinguish sounds of English with increasing ease	>>>>>	>>>>>	NA				
(A) distinguish sounds and intonation patterns of English with increasing ease	(2) distinguish intonation patterns of English with increasing ease	>>>>>	>>>>>	NA				
(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	>>>>>	>>>>>	>>>>>	NA				
(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(1) learn new language structures heard during classroom instruction and interactions	>>>>>	>>>>>	T: K-8				
(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(2) learn new expressions heard during classroom instruction and interactions	>>>>>	>>>>>	T: K-8				
(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(3) learn basic vocabulary heard during classroom instruction and interactions	>>>>>	>>>>>	T: K-8 S: 6-8				
(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(4) learn academic vocabulary heard during classroom instruction and interactions	>>>>>	>>>>>	T: K-8 S: 6-8				

(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(1) monitor understanding of spoken language during classroom instruction and interactions	>>>>>	>>>>>	T: K-8				
(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(2) seek clarification [of spoken language] as needed	>>>>>	>>>>>	T: K-8 S: 6-8				
(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(1) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	>>>>>	>>>>>	NA				
(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(2) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	>>>>>	>>>>>	NA				
(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(3) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	>>>>>	>>>>>	T: K-8 S: 6-8				
(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	(1) listen to and derive meaning from a variety of media to build and reinforce concept attainment	>>>>>	>>>>>	NA				
(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	(2) listen to and derive meaning from a variety of media to build and reinforce language attainment	>>>>>	>>>>>	NA				
(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	(1) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar	>>>>>	>>>>>	NA				

(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	(2) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar	>>>>>	>>>>>	NA				
(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(3) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar	>>>>>	>>>>>	NA				
(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	(4) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar	>>>>>	>>>>>	NA				
(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	(5) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar	>>>>>	>>>>>	NA				
(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	(6) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar	>>>>>	>>>>>	NA				
(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	(7) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar	>>>>>	>>>>>	NA				
(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	(8) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar	>>>>>	>>>>>	NA				

(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	(9) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar	>>>>>	>>>>>	NA				
(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(1) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations	>>>>>	>>>>>	NA				
(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(2) understand information in increasingly complex spoken language commensurate with grade-level learning expectations	>>>>>	>>>>>	NA				
(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(1) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs	>>>>>	>>>>>	NA				
(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(2) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs	>>>>>	>>>>>	NA				

(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(3) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	>>>>>	>>>>>	T: K-8 S: 6-8				
(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	(4) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	>>>>>	>>>>>	T: K-8				
(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	(5) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	>>>>>	>>>>>	T: K-8 S: 6-8				
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:								
(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	>>>>>	>>>>>	>>>>>	NA				

(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(1) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects	>>>>>	>>>>>	NA				
(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(2) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	>>>>>	>>>>>	NA				
(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(3) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	>>>>>	>>>>>	T: K-8 S: 6-8				
(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	(1) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired	>>>>>	>>>>>	NA				
(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	(2) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired	>>>>>	>>>>>	NA				

(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(3) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	>>>>>	>>>>>	NA				
(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(4) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	>>>>>	>>>>>	T: K-8 S: 6-8				
(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(1) speak using grade-level content area vocabulary in context to internalize new English words	>>>>>	>>>>>	T: K-8 S: 6-8				
(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(2) speak using grade-level content area vocabulary in context to build academic language proficiency	>>>>>	>>>>>	T: K-8 S: 6-8				
(E) share information in cooperative learning interactions	>>>>>	>>>>>	>>>>>	T: K-8 S: 6-8				
(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(1) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	>>>>>	>>>>>	T: K-8 S: 6-8				

(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(2) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	>>>>>	>>>>>	T: K-8 S: 6-8				
(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(1) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	>>>>>	>>>>>	T: K-8				
(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(2) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	>>>>>	>>>>>	T: K-8				
(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(3) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	>>>>>	>>>>>	NA				
(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(1) narrate with increasing specificity and detail as more English is acquired	>>>>>	>>>>>	NA				
(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(2) describe with increasing specificity and detail as more English is acquired	>>>>>	>>>>>	NA				

(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(3) explain with increasing specificity and detail as more English is acquired	>>>>>	>>>>>	T: K-8 S: 6-8				
(I) adapt spoken language appropriately for formal and informal purposes	(1) adapt spoken language appropriately for formal purposes	>>>>>	>>>>>	NA				
(I) adapt spoken language appropriately for formal and informal purposes	(2) adapt spoken language appropriately for informal purposes	>>>>>	>>>>>	NA				
(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	(1) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment	>>>>>	>>>>>	NA				
(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	(2) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment	>>>>>	>>>>>	N/A				
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:								
(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	(1) learn relationships between sounds and letters of the English language	>>>>>	>>>>>	NA				

(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	(2) decode (sound out) words using a combination of skills	>>>>>	>>>>>	NA				
(B) recognize directionality of English reading such as left to right and top to bottom	>>>>>	>>>>>	>>>>>	NA				
(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(1) develop basic sight vocabulary used routinely in written classroom materials	>>>>>	>>>>>	T: K-8 S: 6-8				
(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(2) derive meaning of environmental print	>>>>>	>>>>>	T: K-8 S: 6-8				
(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(3) comprehend English vocabulary used routinely in written classroom materials	>>>>>	>>>>>	T: K-8 S: 6-8				
(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(4) comprehend English language structures used routinely in written classroom materials	>>>>>	>>>>>	T: K-8 S: 6-8				
(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	>>>>>	>>>>>	>>>>>	T: K-8 S: 6-8				

(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	>>>>>	>>>>>	>>>>>	T: K-8				
(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	(1) use visual and contextual support to read grade-appropriate content area text	>>>>>	>>>>>	T: K-8 S: 6-8				
(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	(2) use visual and contextual support to enhance and confirm understanding	>>>>>	>>>>>	T: K-8 S: 6-8				
(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	(3) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	>>>>>	>>>>>	T: K-8 S: 6-8				
(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	(4) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language	>>>>>	>>>>>	NA				

(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	(5) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	>>>>>	>>>>>	T: K-8 S: 6-8				
(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(6) use support from peers and teachers to read grade-appropriate content area text	>>>>>	>>>>>	T: K-8 S: 6-8				
(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	(7) use support from peers and teachers to enhance and confirm understanding	>>>>>	>>>>>	T: K-8 S: 6-8				
(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	(8) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language	>>>>>	>>>>>	T: K-8 S: 6-8				

(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	(9) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language	>>>>>	>>>>>	T: K-8 S: 6-8				
(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	(10) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	>>>>>	>>>>>	T: K-8 S: 6-8				
(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	(1) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs	>>>>>	>>>>>	NA				
(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	(2) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	>>>>>	>>>>>	T: K-8 S: 6-8				
(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	(3) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	>>>>>	>>>>>	T: K-8 S: 6-8				

(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	(4) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	>>>>>	>>>>>	T: K-8 S: 6-8				
(H) read silently with increasing ease and comprehension for longer periods	(1) read silently with increasing ease for longer periods	>>>>>	>>>>>	NA				
(H) read silently with increasing ease and comprehension for longer periods	(2) read silently with increasing comprehension for longer periods	>>>>>	>>>>>	NA				
(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	(1) demonstrate English comprehension by employing basic reading skills commensurate with content area needs	>>>>>	>>>>>	NA				
(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	(2) expand reading skills commensurate with content area needs	>>>>>	>>>>>	NA				
(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	>>>>>	>>>>>	>>>>>	NA				

(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	>>>>>	>>>>>	>>>>>	NA				
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and first grade, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:								
(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English	>>>>>	>>>>>	>>>>>	NA				
(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(1) write using newly acquired basic vocabulary	>>>>>	>>>>>	NA				
(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(2) write using content-based grade-level vocabulary	>>>>>	>>>>>	NA				
(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(1) spell familiar English words with increasing accuracy	>>>>>	>>>>>	NA				
(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(2) employ English spelling pattern with increasing accuracy as more English is acquired	>>>>>	>>>>>	NA				
(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(3) employ English spelling rules with increasing accuracy as more English is acquired	>>>>>	>>>>>	NA				

(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	(1) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired	>>>>>	>>>>>	NA				
(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	(2) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired	>>>>>	>>>>>	NA				
(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	(3) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired	>>>>>	>>>>>	NA				
(E) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	>>>>>	>>>>>	>>>>>	NA				
(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	(1) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired	>>>>>	>>>>>	NA				
(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	(2) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired	>>>>>	>>>>>	NA				

(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	(3) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	>>>>>	>>>>>	NA				
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(1) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired	>>>>>	>>>>>	NA				
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(2) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired	>>>>>	>>>>>	NA				
(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(3) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	>>>>>	>>>>>	NA				