

(6) English language learners (ELLs) are expected to meet standards in a second language, and their proficiency in English directly impacts their ability to meet these standards. The comprehension of text throughout the stages of English language acquisition requires scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV; (iii) decoding words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/; and (iv) recognizing that new words are created when syllables are changed, added, or deleted 	<p>(iii) demonstrate phonetic knowledge by using letter-sound relationships to decode one-syllable words including CV</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness,</p>		

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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(B) demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode one- and two-sphoD (pel)-0.6 (l)-0ab.3 (s)-6 leadieadi (s)-6 (ounds)-5.3 (t)-11.3 a .9 (u)10 88n;om.7 (et)-11.3 (t)-11.3 (er)-6.4 (-</p>	

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by: (i) spelling common letter and sound correlations; and (ii) spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV , CCVCV, and CVCCV</p>	<p>(i) demonstrate spelling knowledge by spelling common letter and sound correlations</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--correlations</p>		

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(D) demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; (iv) recognizing the difference between a letter and a printed word; and (v) identifying all uppercase and lowercase letters</p>	<p>(xii) demonstrate print awareness by identifying all lowercase letters</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality</p>	<p>(i) develop handwriting by accurately forming all uppercase letters using appropriate directionality</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality</p>	<p>(ii) develop handwriting by accurately forming all lowercase letters using appropriate directionality</p>