

Texas Proclamation 2024 Correlations to the English Language Proficiency Standards (ELPS)

Subject	Science		
Program Title	Understanding Anatomy & Physiology (Texas Edition)		
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Component	Understanding Anatomy & Physiology - Workbook	ISBN	9781719648721
Publisher	B.E. Publishing, Inc.		

NOTE: To review the correlation for each breakout within the text, click the Page # link.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204341	1.A.i	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:	use prior knowledge and experiences to understand meanings in English;	use prior knowledge to understand meanings in English

Audience	Type	Page #	Description of Location
Student/Teacher	Narrative	29	Ch. 2: Talking Points activity. Page 49 of PDF reader.
Student/Teacher	Activity	12	Ch. 2 Workbook: Puzzle it Out activity. Page 22 of PDF reader.
Student/Teacher	Activity	15	Ch. 2 Workbook: Drawing Conclusions, Page 25 of PDF reader.
Student/Teacher	Activity	17	Ch. 2 Workbook: Fill in the Gaps activity. Page 27 of PDF reader.
Student/Teacher	Activity	25	Ch. 5 Workbook: Illuminate the Truth activity. Page 35 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204346	1.A.ii	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:	use prior knowledge and experiences to understand meanings in English;	use prior experiences to understand meanings in English

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Audience	Type	Page #	Description of Location
Student/Teacher	Activity	94	Ch. 9 Workbook: Page 104 of PDF reader.
Student/Teacher	Activity	95	Ch. 9 Workbook: Page 105 of PDF reader.
Student/Teacher	Activity	116	Ch. 10 Workbook: Page 126 of PDF reader.
Student/Teacher	Activity	117	Ch. 10 Workbook: Page 127 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204351	1.B.i	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:	monitor oral and written language production and employ self-corrective techniques or other resources;	monitor oral language production and employ self-corrective techniques or other resources

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204356	1.D.i	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:	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);	speak using learning strategies

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Audience	Type	Page #	Description of Location
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204361	1.E.i	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:	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;	internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204366	1.E.ii	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:	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;	internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment

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Audience	Type	Page #	Description of Location
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204371	1.E.iii	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:	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;	internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204376	1.E.iv	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:	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;	internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment

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Audience	Type	Page #	Description of Location
Student/Teacher	Activity	139	Ch. 8: Talking Points activity. Page 159 of PDF reader.
Student/Teacher	Activity	165	Ch. 9: House Call & Discover More activity. Page 185 of PDF reader.
Student/Teacher	Activity	179	Ch. 10: Discover More activity. Page 199 of PDF reader.
Student/Teacher	Activity	207	Ch. 11: Taking Action activity. Page 227 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204381	1.F.i	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:	use accessible language and learn new and essential language in the process;	use accessible language and learn new and essential language in the process

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	139	Ch. 8: House Call activity. Page 159 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	179	Ch. 10: House Call activity. Page 199 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204406	2.C.i	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:	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;	learn new language structures heard during classroom instruction and interactions

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Audience	Type	Page #	Description of Location
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader
Student/Teacher	Activity	139	Ch. 8: Talking Points activity. Page 159 of PDF reader.
Student/Teacher	Activity	117	Ch. 10 Workbook. Page 127 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204411	2.C.ii	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:	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;	learn new expressions heard during classroom instruction and interactions

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	117	Ch. 10 Workbook. Page 127 of PDF reader.
Student/Teacher	Activity	139	Ch. 11 Workbook. Page 149 of PDF reader.
Student/Teacher	Activity	5	Ch. 1 Workbook. Page 15 of PDF reader.
Student/Teacher	Activity	7	Ch. 1 Workbook. Page 17 of PDF reader.

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Breakout ID	Breakout #	KSS	Expectation	Breakout
1204416	2.C.iii	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:	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;	learn basic vocabulary heard during classroom instruction and interactions

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	4	Ch. 1 Workbook: Page 14 of PDF reader.
Student/Teacher	Activity	12	Ch. 2 Workbook: Page 22 of PDF reader.
Student/Teacher	Activity	17	Ch. 2 Workbook: Fill in the Gaps. Page 27 of PDF reader
Student/Teacher	Activity	36	Ch. 4 Workbook: Page 46 of PDF reader
Student/Teacher	Narrative	10	Ch. 1: Review of Key Terms. Page 30 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204421	2.C.iv	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:	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;	learn academic vocabulary heard during classroom instruction and interactions

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	45	Ch. 5 Workbook: Page 55 of PDF reader.
Student/Teacher	Activity	49	Ch. 5 Workbook: Page 59 of PDF reader.

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Student/Teacher	Activity	51	Ch. 6 Workbook: Page 61 of PDF reader.
Student/Teacher	Narrative	160	Ch. 9. Review of Key Terms. Page 180 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204426	2.D.i	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:	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;	monitor understanding of spoken language during classroom instruction and interactions

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204431	2.D.ii	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:	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;	seek clarification [of spoken language] as needed

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Audience	Type	Page #	Description of Location
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204436	2.E.iii	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:	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language;	use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.

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Breakout ID	Breakout #	KSS	Expectation	Breakout
1204441	2.1.i	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:	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;	demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	359	Ch. 16: House Call activity. Page 379 of PDF reader.
Student/Teacher	Activity	439	Ch. 19: House Call activity. Page 459 of PDF reader.
Student/Teacher	Activity	547	Ch. 24: House Call activity. Page 567 of PDF reader

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204446	2.1.iii	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:	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;	demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	26	Ch. 2: Own the Information. Page 46 of PDF reader.
Student/Teacher	Activity	60	Ch. 6 Workbook: Page 70 of PDF reader.
Student/Teacher	Activity	70	Ch. 7 Workbook: Page 80 of PDF reader.

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Student/Teacher	Activity	49	Ch. 3: Test Your Knowledge page 69 of PDF reader.
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Breakout ID	Breakout #	KSS	Expectation	Breakout
1204451	2.I.iv	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:	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;	demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204456	2.I.v	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:	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;	demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs

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Audience	Type	Page #	Description of Location
Student/Teacher	Activity	26	Ch. 2: Own the Information. Page 46 of PDF reader.
Student/Teacher	Activity	60	Ch. 6 Workbook: Page 70 of PDF reader.
Student/Teacher	Activity	70	Ch. 7 Workbook: Page 80 of PDF reader.
Student/Teacher	Activity	49	Ch. 3: Test Your Knowledge page 69 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204491	3.B.ii	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:	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;	expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.

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Breakout ID	Breakout #	KSS	Expectation	Breakout
1204496	3.B.iii	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:	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;	expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204501	3.D.i	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:	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;	speak using grade-level content area vocabulary in context to internalize new English words

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.

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Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204506	3.D.ii	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:	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;	speak using grade-level content area vocabulary in context to build academic language proficiency

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204511	3.E.i	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:	share information in cooperative learning interactions;	share information in cooperative learning interactions

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Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204516	3.F.i	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:	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;	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

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.

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Breakout ID	Breakout #	KSS	Expectation	Breakout
1204521	3.F.ii	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:	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;	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

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204526	3.G.i	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:	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;	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

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.

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Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204531	3.G.ii	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:	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;	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

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204536	3.H.ii	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:	narrate, describe, and explain with increasing specificity and detail as more English is acquired;	narrate, describe, and explain with increasing specificity and detail as more English is acquired;

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Audience	Type	Page #	Description of Location
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204541	3.H.iii	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:	narrate, describe, and explain with increasing specificity and detail as more English is acquired;	explain with increasing specificity and detail as more English is acquired

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	51	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.
[required]	[required]	[required]	[required]
[required]	[required]	[required]	[required]
[required]	[required]	[required]	[required]
[required]	[required]	[required]	[required]

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Breakout ID	Breakout #	KSS	Expectation	Breakout
1204571	4.C.i	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 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:	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;	develop basic sight vocabulary used routinely in written classroom materials

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	2	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	117	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	5	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	7	Ch. 7: House Call activity. Page 143 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204576	4.C.ii	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 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:	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;	derive meaning of environmental print

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	29	Ch. 2: Talking Points activity. Page 49 of PDF reader
Student/Teacher	Activity	521	Ch. 23: Taking Action activity. Page 541 of PDF.

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Student/Teacher	Activity	385	Ch. 17: Talking Points activity. Page 405 of PDF reader.
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Breakout ID	Breakout #	KSS	Expectation	Breakout
1204581	4.C.iii	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 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:	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;	comprehend English vocabulary used routinely in written classroom materials

Audience	Type	Page #	Description of Location
Student/Teacher	Narrative	10	Ch. 1: Review of Key Terms. Page 30 of PDF reader.
Student/Teacher	Activity	11	Ch. 1: Test Your Knowledge. Page 31 of PDF reader.
Student/Teacher	Activity	2	Ch. 1 Workbook: Page 12 of PDF reader.
Student/Teacher	Activity	4	Ch. 1 Workbook: Page 14 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204586	4.C.iv	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 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:	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;	comprehend English language structures used routinely in written classroom materials

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Audience	Type	Page #	Description of Location
Student/Teacher	Narrative	10	Ch. 1: Review of Key Terms. Page 30 of PDF reader.
Student/Teacher	Activity	11	Ch. 1: Test Your Knowledge. Page 31 of PDF reader.
Student/Teacher	Activity	2	Ch. 1 Workbook: Page 12 of PDF reader.
Student/Teacher	Activity	4	Ch. 1 Workbook: Page 14 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204591	4.D.i	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 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:	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text;	use prereading supports to enhance comprehension of written text

Audience	Type	Page #	Description of Location
Student/Teacher	Narrative	2	Ch. 1: Chapter Outline and Learning Outcomes. Page 22 of PDF reader.
Student/Teacher	Narrative	14	Ch. 2: Chapter Outline and Learning Outcomes. Page 34 of PDF reader.
Student/Teacher	Activity	30	Ch. 3: Chapter Outline and Learning Outcomes. Page 50 of PDF reader.

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Breakout ID	Breakout #	KSS	Expectation	Breakout
1204596	4.E.i	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 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:	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	45	Ch. 5 Workbook: Page 55 of PDF reader.
Student/Teacher	Activity	49	Ch. 5 Workbook: Page 59 of PDF reader.
Student/Teacher	Activity	51	Ch. 6 Workbook: Page 61 of PDF reader.
Student/Teacher	Narrative	160	Ch. 9. Review of Key Terms. Page 180 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204601	4.F.i	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 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:	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;	use visual and contextual support to read grade-appropriate content area text

Audience	Type	Page #	Description of Location
Student/Teacher	Narrative	40	Ch. 3: Page 60 of PDF reader.
Student/Teacher	Narrative	263	Ch. 13: Page 283 of PDF reader

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Student/Teacher	Activity	173	Ch. 13 Workbook: Page 183 of PDF reader.
Student/Teacher	Narrative	269	Ch. 13: Page 289 of PDF reader
Student/Teacher	Activity	177	Ch. 13 Workbook: Page187 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204606	4.F.ii	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 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:	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;	use visual and contextual support to enhance and confirm understanding

Audience	Type	Page #	Description of Location
Student/Teacher	Narrative	40	Ch. 3: Page 60 of PDF reader.
Student/Teacher	Narrative	263	Ch. 13: Page 283 of PDF reader
Student/Teacher	Activity	173	Ch. 13 Workbook: Page 183 of PDF reader.
Student/Teacher	Narrative	269	Ch. 13: Page 289 of PDF reader
Student/Teacher	Activity	177	Ch. 13 Workbook: Page187 of PDF reader.

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Breakout ID	Breakout #	KSS	Expectation	Breakout
1204611	4.F.iii	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 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:	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;	use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language

Audience	Type	Page #	Description of Location
Student/Teacher	Narrative	40	Ch. 3: Page 60 of PDF reader.
Student/Teacher	Narrative	263	Ch. 13: Page 283 of PDF reader
Student/Teacher	Activity	173	Ch. 13 Workbook: Page 183 of PDF reader.
Student/Teacher	Narrative	269	Ch. 13: Page 289 of PDF reader
Student/Teacher	Activity	177	Ch. 13 Workbook: Page187 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204616	4.F.v	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 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:	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;	use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language

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Audience	Type	Page #	Description of Location
Student/Teacher	Narrative	40	Ch. 3: Page 60 of PDF reader.
Student/Teacher	Narrative	263	Ch. 13: Page 283 of PDF reader
Student/Teacher	Activity	173	Ch. 13 Workbook: Page 183 of PDF reader.
Student/Teacher	Narrative	269	Ch. 13: Page 289 of PDF reader
Student/Teacher	Activity	177	Ch. 13 Workbook: Page187 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204621	4.F.vi	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 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:	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;	use support from peers and teachers to read grade-appropriate content area text

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	51v	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.
Student/Teacher	Activity	165	Ch. 9: House Call & Discover More activity. Page 185 of PDF reader.

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Breakout ID	Breakout #	KSS	Expectation	Breakout
1204626	4.F.vii	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 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:	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;	use support from peers and teachers to enhance and confirm understanding

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	51v	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.
Student/Teacher	Activity	165	Ch. 9: House Call & Discover More activity. Page 185 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204631	4.F.viii	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 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:	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;	use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	51v	Ch. 3: House Call activity. Page 71 of PDF reader.

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Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.
Student/Teacher	Activity	165	Ch. 9: House Call & Discover More activity. Page 185 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204636	4.F.ix	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 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:	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;	use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	51v	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.
Student/Teacher	Activity	165	Ch. 9: House Call & Discover More activity. Page 185 of PDF reader.

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Breakout ID	Breakout #	KSS	Expectation	Breakout
1204641	4.F.x	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 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:	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;	use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	51v	Ch. 3: House Call activity. Page 71 of PDF reader.
Student/Teacher	Activity	109	Ch. 6: House Call activity. Page 129 of PDF reader.
Student/Teacher	Activity	123	Ch. 7: House Call activity. Page 143 of PDF reader.
Student/Teacher	Activity	165	Ch. 9: House Call & Discover More activity. Page 185 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204646	4.G.ii	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 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:	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	demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	26	Ch. 2: Own the Information. Page 46 of PDF reader.
Student/Teacher	Activity	60	Ch. 6 Workbook: Page 70 of PDF reader.

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Student/Teacher	Activity	70	Ch. 7 Workbook: Page 80 of PDF reader.
Student/Teacher	Activity	49	Ch. 3: Test Your Knowledge page 69 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204651	4.G.iii	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 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:	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	demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	26	Ch. 2: Own the Information. Page 46 of PDF reader.
Student/Teacher	Activity	60	Ch. 6 Workbook: Page 70 of PDF reader.
Student/Teacher	Activity	70	Ch. 7 Workbook: Page 80 of PDF reader.
Student/Teacher	Activity	49	Ch. 3: Test Your Knowledge page 69 of PDF reader.

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204656	4.G.iv	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 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:	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	demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs

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Audience	Type	Page #	Description of Location
Student/Teacher	Activity	26	Ch. 2: Own the Information. Page 46 of PDF reader.
Student/Teacher	Activity	60	Ch. 6 Workbook: Page 70 of PDF reader.
Student/Teacher	Activity	70	Ch. 7 Workbook: Page 80 of PDF reader.
Student/Teacher	Activity	49	Ch. 3: Test Your Knowledge page 69 of PDF reader.
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[required]	[required]	[required]	[required]

Breakout ID	Breakout #	KSS	Expectation	Breakout
1204666	5.B.i	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 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:	write using newly acquired basic vocabulary and content-based grade-level vocabulary;	write using newly acquired basic vocabulary

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	88	Ch. 9 Workbook: Page 98 of PDF reader.
Student/Teacher	Activity	95	Ch. 9 Workbook: Page 105 of PDF reader.
Student/Teacher	Activity	116	Ch. 10 Workbook: Page 126 of PDF reader.
Student/Teacher	Activity	117	Ch. 10 Workbook: Page 127 of PDF reader.

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Breakout ID	Breakout #	KSS	Expectation	Breakout
1204671	5.B.ii	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 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:	write using newly acquired basic vocabulary and content-based grade-level vocabulary;	write using content-based grade-level vocabulary

Audience	Type	Page #	Description of Location
Student/Teacher	Activity	88	Ch. 9 Workbook: Page 98 of PDF reader.
Student/Teacher	Activity	95	Ch. 9 Workbook: Page 105 of PDF reader.
Student/Teacher	Activity	116	Ch. 10 Workbook: Page 126 of PDF reader.
Student/Teacher	Activity	117	Ch. 10 Workbook: Page 127 of PDF reader.