

Rosetta Stone Version 2 - English Master

English Language Learners

Grade K

United States Standards - Texas TEKS Standards

STUDENT EXPECTATION K.1. (A) TX.128.2 (K.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3).

Grade K

English Level 1: Unit 05-11

English Level 1: Unit 08-08

STUDENT EXPECTATION K.1. (B) TX.128.2 (K.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to respond appropriately and courteously to directions and questions (K-3).

Grade K

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04



English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
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 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
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 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.1. (C) TX.128.2 (K.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to participate in rhymes, songs, conversations, and discussions (K-3).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08



English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
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English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11



STUDENT EXPECTATION	K.1. (D)	TX.128.2 (K.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to listen critically to interpret and evaluate (K-3).
		Grade K English Level 1: Unit 01-09 English Level 1: Unit 02-08 English Level 1: Unit 03-09 English Level 1: Unit 06-05
GRADE LEVEL EXPECTATION	K.1. (E) (i)	TX.128.2 (K.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English. K.1. (E) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows: The student is expected to listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3/ESL).
		Grade K English Level 1: Unit 05-02 English Level 1: Unit 08-11
STUDENT EXPECTATION	K.1. (F)	TX.128.2 (K.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to identify the musical elements of literary language, including its rhymes or repeated sounds (K-1).
		Grade K English Level 1: Unit 01-01 English Level 1: Unit 01-06 English Level 1: Unit 01-10 English Level 1: Unit 04-02 English Level 1: Unit 04-03 English Level 1: Unit 04-08 English Level 1: Unit 06-04 English Level 1: Unit 06-09 English Level 1: Unit 06-10 English Level 1: Unit 07-01 English Level 1: Unit 07-02 English Level 1: Unit 07-04 English Level 1: Unit 07-05 English Level 1: Unit 07-06 English Level 1: Unit 07-07 English Level 1: Unit 07-09 English Level 1: Unit 07-11 English Level 1: Unit 08-03 English Level 1: Unit 08-04 English Level 1: Unit 08-05 English Level 1: Unit 08-07 English Level 1: Unit 08-11
STUDENT EXPECTATION	K.1. (G)	TX.128.2 (K.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to distinguish and produce sounds and intonation patterns of English (K-8/ESL).
		Grade K English Level 1: Unit 01-01 English Level 1: Unit 01-02 English Level 1: Unit 01-03 English Level 1: Unit 01-04 English Level 1: Unit 01-05



English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
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 English Level 1: Unit 08-01
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 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.1. (H) TX.128.2 (K.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to infer meaning by making associations of utterances with actions, visuals, and the context of the situation (K-3/ESL).

Grade K

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-09
 English Level 1: Unit 06-05



STUDENT EXPECTATION K.2. (A) TX.128.2 (K.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to connect experiences and ideas with those of others through speaking and listening (K-3).

Grade K

English Level 1: Unit 01-09
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 04-07
 English Level 1: Unit 06-05
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07

STUDENT EXPECTATION K.2. (B) TX.128.2 (K.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

Grade K

English Level 1: Unit 03-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07

**GRADE LEVEL
 EXPECTATION**

K.3. (A) TX.128.2 (K.3.) - Spanish Language Arts and English as a Second Language:
 (i) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

K.3. (A) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to choose and adapt newly acquired spoken language appropriate to the audience, purpose, and occasion in the new culture, including using appropriate volume and rate (K-3/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02



English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
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 English Level 1: Unit 03-08
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 English Level 1: Unit 08-11

GRADE LEVEL
 EXPECTATION

K.3. (B) TX.128.2 (K.3.) - Spanish Language Arts and English as a Second Language:
 (i) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for



different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

K.3. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3/ESL).

Grade K

English Level 1: Unit 05-10

English Level 1: Unit 06-02

English Level 1: Unit 06-07

English Level 1: Unit 07-08

English Level 1: Unit 08-10

STUDENT EXPECTATION K.3. (C) TX.128.2 (K.3.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to ask and answer relevant questions and make contributions in small or large group discussions (K-3).

Grade K

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04



English Level 1: Unit 05-05
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 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.3. (D) TX.128.2 (K.3.) - Spanish Language Arts and English as a Second Language:
 Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to present dramatic interpretations of experiences, stories, poems, or plays (K-3).

Grade K

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-04
 English Level 1: Unit 07-11

STUDENT EXPECTATION K.3. (E) TX.128.2 (K.3.) - Spanish Language Arts and English as a Second Language:



Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

Grade K

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
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English Level 1: Unit 06-09
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 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.3. (F) TX.128.2 (K.3.) - Spanish Language Arts and English as a Second Language:
 Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to employ English content area vocabulary in context (K-8/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-03
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English Level 1: Unit 07-11
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 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.4. (A) TX.128.2 (K.4.) - Spanish Language Arts and English as a Second Language:
 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
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 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07



English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
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 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
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 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
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 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.4. (B) TX.128.2 (K.4.) - Spanish Language Arts and English as a Second Language:
 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use vocabulary to describe clearly ideas, feelings, and experiences (K-3).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07



English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-10
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.4. (C) TX.128.2 (K.4.) - Spanish Language Arts and English as a Second Language:
 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3).

Grade K
 English Level 1: Unit 01-01

STUDENT EXPECTATION K.4. (D) TX.128.2 (K.4.) - Spanish Language Arts and English as a Second Language:
 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to retell a spoken message by summarizing or clarifying (K-3).

Grade K
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.5. (A) TX.128.2 (K.5.) - Spanish Language Arts and English as a Second Language: Reading/print awareness. The student demonstrates knowledge of concepts of print. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1).

Grade K
 English Level 1: Unit 02-05



STUDENT EXPECTATION	K.7. (B)	TX.128.2 (K.7.) - Spanish Language Arts and English as a Second Language: Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to understand that written words are composed of letters that represent sounds (K-1).
		Grade K English Level 1: Unit 06-07
GRADE LEVEL EXPECTATION	K.7. (C) (i)	TX.128.2 (K.7.) - Spanish Language Arts and English as a Second Language: Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The following expectations apply to the second language learner at his/her level of proficiency in English. K.7. (C) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows: The student is expected to learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1/ESL).
		Grade K English Level 1: Unit 06-07
STUDENT EXPECTATION	K.8. (A)	TX.128.2 (K.8.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2).
		Grade K English Level 1: Unit 03-08 English Level 1: Unit 07-01
STUDENT EXPECTATION	K.8. (B)	TX.128.2 (K.8.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3).
		Grade K English Level 1: Unit 01-01 English Level 1: Unit 01-02 English Level 1: Unit 01-03 English Level 1: Unit 01-04 English Level 1: Unit 01-05 English Level 1: Unit 01-06 English Level 1: Unit 01-07 English Level 1: Unit 01-08 English Level 1: Unit 01-09 English Level 1: Unit 01-10 English Level 1: Unit 02-01 English Level 1: Unit 02-02 English Level 1: Unit 02-03 English Level 1: Unit 02-04 English Level 1: Unit 02-05 English Level 1: Unit 02-06 English Level 1: Unit 02-07 English Level 1: Unit 02-08 English Level 1: Unit 02-09 English Level 1: Unit 02-10 English Level 1: Unit 03-01 English Level 1: Unit 03-02 English Level 1: Unit 03-03 English Level 1: Unit 03-04 English Level 1: Unit 03-05 English Level 1: Unit 03-06 English Level 1: Unit 03-07 English Level 1: Unit 03-08 English Level 1: Unit 03-09



English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
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 English Level 1: Unit 08-01
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.8. (C) TX.128.2 (K.8.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify words that name persons, places, or things and words that name actions (K-1).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-10
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-01
 English Level 1: Unit 06-06
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11

STUDENT EXPECTATION K.9. (A) TX.128.2 (K.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use prior knowledge to anticipate meaning and make sense of texts (K-3).

Grade K

English Level 1: Unit 08-11

STUDENT EXPECTATION K.9. (B) TX.128.2 (K.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05



English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
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 English Level 1: Unit 05-06
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 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
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 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.9. (C) TX.128.2 (K.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to retell or act out the order of important events in stories (K-3).

Grade K

English Level 1: Unit 06-02
 English Level 1: Unit 06-08

STUDENT EXPECTATION K.10. (A) TX.128.2 (K.10.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to listen to stories being read aloud (K-1).

Grade K



English Level 1: Unit 05-02
English Level 1: Unit 08-11

STUDENT EXPECTATION K.10. (B) TX.128.2 (K.10.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1).

Grade K

English Level 1: Unit 05-02
English Level 1: Unit 08-11

STUDENT EXPECTATION K.10. (C) TX.128.2 (K.10.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1).

Grade K

English Level 1: Unit 05-02
English Level 1: Unit 08-11

STUDENT EXPECTATION K.10. (D) TX.128.2 (K.10.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to describe how illustrations contribute to the text (K-1).

Grade K

English Level 1: Unit 01-01
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10



English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
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 English Level 1: Unit 06-11
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 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.11. (A) TX.128.2 (K.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3).

Grade K

English Level 1: Unit 01-05
 English Level 1: Unit 01-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 06-08

STUDENT EXPECTATION K.11. (B) TX.128.2 (K.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to understand simple story structure (K-1).

Grade K

English Level 1: Unit 08-11



STUDENT EXPECTATION K.11. (C) TX.128.2 (K.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to distinguish fiction from nonfiction, including fact and fantasy (K-3).

Grade K

English Level 1: Unit 03-08

English Level 1: Unit 06-11

STUDENT EXPECTATION K.12. (A) TX.128.2 (K.12.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify relevant questions for inquiry such as 'Why did knights wear armor?' (K-3).

Grade K

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-02

English Level 1: Unit 08-04

English Level 1: Unit 08-06

English Level 1: Unit 08-09

English Level 1: Unit 08-11

STUDENT EXPECTATION K.12. (B) TX.128.2 (K.12.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use pictures, print, and people to gather information and answer questions (K-1).

Grade K

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06



English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
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English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02



English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.12. (C) TX.128.2 (K.12.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research about topics introduced through selections read aloud and from a variety of other sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to draw conclusions from information gathered (K-3).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
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 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.13. (B) TX.128.2 (K.13.) - Spanish Language Arts and English as a Second Language: Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compare experiences of characters across cultures (K-3).

Grade K

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03



English Level 1: Unit 08-11

STUDENT EXPECTATION K.15. (B) TX.128.2 (K.15.) - Spanish Language Arts and English as a Second Language: Writing/composition. The student composes original texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to write labels, notes, and captions for illustrations, possessions, charts, centers (K-1).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-02
 English Level 1: Unit 02-09
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-04
 English Level 1: Unit 06-09
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 08-04
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09

STUDENT EXPECTATION K.15. (C) TX.128.2 (K.15.) - Spanish Language Arts and English as a Second Language: Writing/composition. The student composes original texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to write to record ideas and reflections (K-3).

Grade K

English Level 1: Unit 04-04
 English Level 1: Unit 05-03
 English Level 1: Unit 05-07
 English Level 1: Unit 06-06
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07

STUDENT EXPECTATION K.15. (D) TX.128.2 (K.15.) - Spanish Language Arts and English as a Second Language: Writing/composition. The student composes original texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to generate ideas before writing on self-selected topics (K-1).

Grade K

English Level 1: Unit 01-07
 English Level 1: Unit 04-10

STUDENT EXPECTATION K.15. (E) TX.128.2 (K.15.) - Spanish Language Arts and English as a Second Language: Writing/composition. The student composes original texts. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to generate ideas before writing on assigned tasks (K-1).

Grade K

English Level 1: Unit 01-07

English Level 1: Unit 04-10

STUDENT EXPECTATION K.16. (A) TX.128.2 (K.16.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to record or dictate questions for investigating (K-1).

Grade K

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-02

English Level 1: Unit 08-04

English Level 1: Unit 08-06

English Level 1: Unit 08-09

English Level 1: Unit 08-11

STUDENT EXPECTATION K.16. (B) TX.128.2 (K.16.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).

Grade K

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-05

English Level 1: Unit 01-08

English Level 1: Unit 02-05

English Level 1: Unit 03-02

English Level 1: Unit 03-05

English Level 1: Unit 04-06



English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.17. (B) TX.128.2 (K.17.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use prior knowledge and experiences to understand meanings in English (K-8/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10



English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
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 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
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 English Level 1: Unit 07-06
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 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.17. (D) TX.128.2 (K.17.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use strategic learning techniques such as semantic mapping, imagery, memorization, and reviewing (K-3/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09



English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
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English Level 1: Unit 03-07
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English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06



English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10

STUDENT EXPECTATION K.17. (E) TX.128.2 (K.17.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use learning strategies such as using circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
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 English Level 1: Unit 04-02
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 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
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 English Level 1: Unit 06-06
 English Level 1: Unit 06-07



English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
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 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
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 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
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 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.17. (G) TX.128.2 (K.17.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use accessible language and learn new and essential language in the process (K-8/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10



English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
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 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
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 English Level 1: Unit 06-04
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 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
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 English Level 1: Unit 08-04
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.17. (F) TX.128.2 (K .17.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to make connections across content areas and use and reuse language and concepts in different ways (K-8/ESL) and

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02



English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
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English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 05-01
English Level 1: Unit 05-04
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English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06



English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.18. (A) TX.128.2 (K.18.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes (K-3/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
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 English Level 1: Unit 03-09
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 English Level 1: Unit 04-01
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 English Level 1: Unit 05-11



English Level 1: Unit 06-01
 English Level 1: Unit 06-02
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 English Level 1: Unit 06-07
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 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
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 English Level 1: Unit 07-04
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 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.18. (B) TX.128.2 (K.18.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
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 English Level 1: Unit 02-06
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 English Level 1: Unit 02-08
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 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02



English Level 1: Unit 03-03
 English Level 1: Unit 03-04
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 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.18. (C) TX.128.2 (K.18.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and



electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade K

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 1: Unit 05-07
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English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08



English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
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 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10

STUDENT EXPECTATION K.18. (D) TX.128.2 (K.18.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-01
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09



English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
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 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.18. (E) TX.128.2 (K.18.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL).

Grade K

English Level 1: Unit 01-10
 English Level 1: Unit 03-09

STUDENT EXPECTATION K.19. (A) TX.128.2 (K.19.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify people, places, objects, events, and basic concepts such as numbers, days of the week, foods, occupations, and time (K-8/ESL).

Grade K

English Level 1: Unit 01-03
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-03



English Level 1: Unit 05-04
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08

STUDENT EXPECTATION K.19. (B) TX.128.2 (K.19.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
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 English Level 1: Unit 02-07
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 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
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 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
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 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
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 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01



English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.19. (C) TX.128.2 (K.19.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to ask and give information such as directions and address, as well as, name, age, and nationality (K-8/ESL).

Grade K

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10



STUDENT EXPECTATION K.19. (D) TX.128.2 (K.19.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (K-3/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
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 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06



English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
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 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.19. (E) TX.128.2 (K.19.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL).

Grade K

English Level 1: Unit 04-05
 English Level 1: Unit 05-10
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04

STUDENT EXPECTATION K.19. (F) TX.128.2 (K.19.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to describe the immediate surroundings such as classroom, school, or home (K-8/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07



English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-10
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09

STUDENT EXPECTATION K.19. (G) TX.128.2 (K.19.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09



English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
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English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-11
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English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
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English Level 1: Unit 07-06
English Level 1: Unit 07-07
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11



STUDENT EXPECTATION K.19. (H) TX.128.2 (K.19.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce phonological elements of simple vocabulary and phrases (K-3/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
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 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
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 English Level 1: Unit 05-02
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 English Level 1: Unit 07-04



English Level 1: Unit 07-05
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 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.19. (I) TX.128.2 (K.19.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade K

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
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 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
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English Level 1: Unit 05-06
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 English Level 1: Unit 08-11

STUDENT EXPECTATION K.20. (C) TX.128.2 (K.20.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL).

Grade K

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.20. (D) TX.128.2 (K.20.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to participate in shared reading (K-8/ESL).

Grade K

English Level 1: Unit 05-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION K.20. (E) TX.128.2 (K.20.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second



language learner at his/her level of proficiency in English.
The student is expected to develop basic sight vocabulary (K-8/ESL).

Grade K

English Level 1: Unit 03-08

English Level 1: Unit 07-01

STUDENT EXPECTATION K.20. (F) TX.128.2 (K.20.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL).

Grade K

English Level 1: Unit 03-08

English Level 1: Unit 07-01

STUDENT EXPECTATION K.20. (I) TX.128.2 (K.20.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use graphic organizers as pre-reading activities to prepare for reading text (K-3/ESL).

Grade K

English Level 1: Unit 06-11

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 1

United States Standards - Texas TEKS Standards

STUDENT EXPECTATION 1.1. (A) TX.128.3 (1.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3).

Grade 1

English Level 1: Unit 05-11

English Level 1: Unit 08-08

STUDENT EXPECTATION 1.1. (B) TX.128.3 (1.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to respond appropriately and courteously to directions and questions (K-3).

Grade 1

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04



English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
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 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.1. (C) TX.128.3 (1.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to participate in rhymes, songs, conversations, and discussions (K-3).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08



English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
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English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11



STUDENT EXPECTATION 1.1. (D) TX.128.3 (1.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to listen critically to interpret and evaluate (K-3).

Grade 1

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 03-09

English Level 1: Unit 06-05

GRADE LEVEL EXPECTATION 1.1. (E) (i) TX.128.3 (1.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
1.1. (E) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
The student is expected to listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3/ESL).

Grade 1

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STUDENT EXPECTATION 1.1. (F) TX.128.3 (1.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).

Grade 1

English Level 1: Unit 01-01

English Level 1: Unit 01-06

English Level 1: Unit 01-10

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 06-04

English Level 1: Unit 06-09

English Level 1: Unit 06-10

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-06

English Level 1: Unit 07-07

English Level 1: Unit 07-09

English Level 1: Unit 07-11

English Level 1: Unit 08-03

English Level 1: Unit 08-04

English Level 1: Unit 08-05

English Level 1: Unit 08-07

English Level 1: Unit 08-11

STUDENT EXPECTATION 1.1. (G) TX.128.3 (1.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to distinguish and produce sounds and intonation patterns of English (K-8/ESL).

Grade 1

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05



English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
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 English Level 1: Unit 06-11
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 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.1. (H)

TX.128.3 (1.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to infer meaning by making associations of utterances with actions, visuals, and the context of the situation (K-3/ESL).

Grade 1

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-09
 English Level 1: Unit 06-05



STUDENT EXPECTATION 1.2 (A) TX.128.3 (1.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to connect experiences and ideas with those of others through speaking and listening (K-3).

Grade 1

English Level 1: Unit 01-09
English Level 1: Unit 02-06
English Level 1: Unit 02-08
English Level 1: Unit 04-07
English Level 1: Unit 06-05
English Level 1: Unit 06-09
English Level 1: Unit 06-11
English Level 1: Unit 07-05
English Level 1: Unit 08-07

STUDENT EXPECTATION 1.2 (B) TX.128.3 (1.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

Grade 1

English Level 1: Unit 03-09
English Level 1: Unit 05-10
English Level 1: Unit 06-09
English Level 1: Unit 06-11
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 08-07

**GRADE LEVEL
EXPECTATION**

1.3. (A) (i) TX.128.3 (1.3.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

1.3. (A) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to choose and adapt newly acquired spoken language appropriate to the audience, purpose, and occasion in the new culture, including use of appropriate volume and rate (K-3/ESL).

Grade 1

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02



English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
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 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL
 EXPECTATION

1.3. (B) (i) TX.128.3 (1.3.) - Spanish Language Arts and English as a Second Language:
 Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for



different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

1.3. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3/ESL).

Grade 1

English Level 1: Unit 05-10

English Level 1: Unit 06-02

English Level 1: Unit 06-07

English Level 1: Unit 07-08

English Level 1: Unit 08-10

STUDENT EXPECTATION 1.3. (C)

TX.128.3 (1.3.) - Spanish Language Arts and English as a Second Language:

Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to ask and answer relevant questions and make contributions in small or large group discussions (K-3).

Grade 1

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04



English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
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 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.3. (D) TX.128.3 (1.3.) - Spanish Language Arts and English as a Second Language:
 Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to present dramatic interpretations of experiences, stories, poems, or plays (K-3).

Grade 1

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-04
 English Level 1: Unit 07-11

STUDENT EXPECTATION 1.3. (E) TX.128.3 (1.3.) - Spanish Language Arts and English as a Second Language:



Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

Grade 1

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
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English Level 1: Unit 06-08



English Level 1: Unit 06-09
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 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.3. (F) TX.128.3 (1.3.) - Spanish Language Arts and English as a Second Language:
 Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to employ English content area vocabulary in context (K-8/ESL).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-03
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-09



English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.4. (A)

TX.128.3 (1.4.) - Spanish Language Arts and English as a Second Language:

Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to learn the vocabulary of school including numbers, shapes, colors, directions, and categories (K-1).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07



English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.4. (B) TX.128.3 (1.4.) - Spanish Language Arts and English as a Second Language:
 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use vocabulary to describe clearly ideas, feelings, and experiences (K-3).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07



English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-10
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.4. (C) TX.128.3 (1.4.) - Spanish Language Arts and English as a Second Language:
 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to clarify and support spoken messages using appropriate props such as objects, pictures, and charts (K-3).

Grade 1

English Level 1: Unit 01-01

STUDENT EXPECTATION 1.4. (D) TX.128.3 (1.4.) - Spanish Language Arts and English as a Second Language:
 Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to retell a spoken message by summarizing or clarifying (K-3).

Grade 1

English Level 1: Unit 08-11

STUDENT EXPECTATION 1.5. (A) TX.128.3 (1.5.) - Spanish Language Arts and English as a Second Language: Reading/print awareness. The student demonstrates knowledge of concepts of print. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as Exit and Danger (K-1).

Grade 1

English Level 1: Unit 02-05



STUDENT EXPECTATION	1.5. (E)	TX.128.3 (1.5.) - Spanish Language Arts and English as a Second Language: Reading/print awareness. The student demonstrates knowledge of concepts of print. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to know the order of the alphabet (1). Grade 1 English Level 1: Unit 02-08 English Level 1: Unit 07-09
STUDENT EXPECTATION	1.5. (J)	TX.128.3 (1.5.) - Spanish Language Arts and English as a Second Language: Reading/print awareness. The student demonstrates knowledge of concepts of print. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to recognize that there are correct spellings for words (1). Grade 1 English Level 1: Unit 07-01
GRADE LEVEL EXPECTATION	1.7. (C) (i)	TX.128.3 (1.7.) - Spanish Language Arts and English as a Second Language: Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The following expectations apply to the second language learner at his/her level of proficiency in English. 1.7. (C) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows: The student is expected to learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1/ESL). Grade 1 English Level 1: Unit 06-07
GRADE LEVEL EXPECTATION	1.7. (D) (i)	TX.128.3 (1.7.) - Spanish Language Arts and English as a Second Language: Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The following expectations apply to the second language learner at his/her level of proficiency in English. 1.7. (D) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows: The student is expected to learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels). consonant blends such as bl, st, tr. consonant digraphs such as th, sh, ck. and vowel digraphs and diphthongs such as ea, ie, ee (1/ESL). Grade 1 English Level 1: Unit 06-07
GRADE LEVEL EXPECTATION	1.7. (E) (i)	TX.128.3 (1.7.) - Spanish Language Arts and English as a Second Language: Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The following expectations apply to the second language learner at his/her level of proficiency in English. 1.7. (E) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows: The student is expected to blend initial letter-sounds with common vowel spelling patterns to read words (1-3/ESL). Grade 1 English Level 1: Unit 06-07
STUDENT EXPECTATION	1.8. (B)	TX.128.3 (1.8.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following The student is expected to use common spelling patterns to read words (1). Grade 1 English Level 1: Unit 07-01
GRADE LEVEL EXPECTATION	1.8. (C) (i)	TX.128.3 (1.8.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following 1.8. (C) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows: The student is expected to use structural cues to recognize words such as compounds, base words, and inflections such as -s, -es, -ed, and -ing (1-2/ESL). Grade 1 English Level 1: Unit 04-08 English Level 1: Unit 07-01



STUDENT EXPECTATION	1.8. (D)	TX.128.3 (1.8.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following The student is expected to identify multisyllabic words by using common syllable patterns (1-3).
		Grade 1 English Level 1: Unit 07-01
STUDENT EXPECTATION	1.8. (E)	TX.128.3 (1.8.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following The student is expected to recognize high frequency irregular words such as said, was, where, and is (1-2/ESL).
		Grade 1 English Level 1: Unit 07-01
STUDENT EXPECTATION	1.8. (F)	TX.128.3 (1.8.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following The student is expected to use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3).
		Grade 1 English Level 1: Unit 04-08 English Level 1: Unit 07-01
GRADE LEVEL EXPECTATION	1.8. (G) (i)	TX.128.3 (1.8.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following 1.8. (G) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows: The student is expected to read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3/ESL).
		Grade 1 English Level 1: Unit 07-01
STUDENT EXPECTATION	1.9. (A)	TX.128.3 (1.9.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (1).
		Grade 1 English Level 1: Unit 02-02 English Level 1: Unit 04-09 English Level 1: Unit 05-01 English Level 1: Unit 07-01 English Level 1: Unit 07-02
STUDENT EXPECTATION	1.9. (B)	TX.128.3 (1.9.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader. a 'typical' first grader reads approximately 60 wpm) (1).
		Grade 1 English Level 1: Unit 02-02 English Level 1: Unit 04-09 English Level 1: Unit 05-01 English Level 1: Unit 07-01 English Level 1: Unit 07-02
STUDENT EXPECTATION	1.9. (C)	TX.128.3 (1.9.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (1).

Grade 1

English Level 1: Unit 02-02

English Level 1: Unit 04-09

English Level 1: Unit 05-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

STUDENT EXPECTATION 1.10. (B) TX.128.3 (1.10.) - Spanish Language Arts and English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use graphs, charts, signs, captions, and other informational texts to acquire information (1).

Grade 1

English Level 1: Unit 03-08

English Level 1: Unit 06-11

STUDENT EXPECTATION 1.11. (A) TX.128.3 (1.11.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2).

Grade 1

English Level 1: Unit 03-08

English Level 1: Unit 07-01

STUDENT EXPECTATION 1.11. (B) TX.128.3 (1.11.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3).

Grade 1

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08



English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
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 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
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 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.11. (C) TX.128.3 (1.11.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to identify words that name persons, places, or things and words that name actions (K-1).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01



English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-10
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-01
 English Level 1: Unit 06-06
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11

STUDENT EXPECTATION 1.12. (B) TX.128.3 (1.12.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
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 English Level 1: Unit 03-06
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 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
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 English Level 1: Unit 04-04
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 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02



English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
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 English Level 1: Unit 06-11
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 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.12. (C) TX.128.3 (1.12.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to retell or act out the order of important events in stories (K-3).

Grade 1

English Level 1: Unit 06-02
 English Level 1: Unit 06-08

GRADE LEVEL EXPECTATION 1.12. (D) TX.128.3 (1.12.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. 1.12. (D) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows: The student is expected to monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, translating, and asking for help (1-3/ESL).

Grade 1

English Level 1: Unit 04-08
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.12. (E) TX.128.3 (1.12.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The



student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to draw and discuss visual images based on text descriptions (1-3).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-08
 English Level 1: Unit 02-03
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-10
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-06
 English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.12. (F) TX.128.3 (1.12.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).

Grade 1

English Level 1: Unit 06-02
 English Level 1: Unit 06-08

STUDENT EXPECTATION 1.12. (G) TX.128.3 (1.12.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to identify similarities and differences across texts such as in topics, characters, and problems (1-2).

Grade 1

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11



STUDENT EXPECTATION 1.13. (A) TX.128.3 (1.13.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to listen to stories being read aloud (K-1).

Grade 1

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STUDENT EXPECTATION 1.13. (B) TX.128.3 (1.13.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1).

Grade 1

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STUDENT EXPECTATION 1.13. (C) TX.128.3 (1.13.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1).

Grade 1

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STUDENT EXPECTATION 1.13. (D) TX.128.3 (1.13.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to connect ideas and themes across texts (1-3).

Grade 1

English Level 1: Unit 05-11

STUDENT EXPECTATION 1.13. (E) TX.128.3 (1.13.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to describe how illustrations contribute to the text (K-1).

Grade 1

English Level 1: Unit 01-01

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05



English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
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 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
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 English Level 1: Unit 05-11
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 English Level 1: Unit 06-02
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 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
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 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.14. (A) TX.128.3 (1.14.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to distinguish different forms of texts such as lists, newsletters, and signs and the functions they serve (K-3).



Grade 1

English Level 1: Unit 01-05

English Level 1: Unit 01-10

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 06-08

STUDENT EXPECTATION 1.14. (B) TX.128.3 (1.14.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to understand simple story structure (K-1).

Grade 1

English Level 1: Unit 08-11

STUDENT EXPECTATION 1.14. (C) TX.128.3 (1.14.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to distinguish fiction from nonfiction, including fact and fantasy (K-3).

Grade 1

English Level 1: Unit 03-08

English Level 1: Unit 06-11

STUDENT EXPECTATION 1.14. (D) TX.128.3 (1.14.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to recognize the distinguishing features of familiar genres including stories, poems, and informational texts (1-3).

Grade 1

English Level 1: Unit 03-08

English Level 1: Unit 06-11

STUDENT EXPECTATION 1.14. (G) TX.128.3 (1.14.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to analyze characters including their traits, feelings, relationships, and changes (1-3).

Grade 1

English Level 1: Unit 05-02

English Level 1: Unit 05-11

English Level 1: Unit 06-02

English Level 1: Unit 06-03

English Level 1: Unit 08-11

STUDENT EXPECTATION 1.14. (H) TX.128.3 (1.14.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify the importance of the setting to a story's meaning (1-3).

Grade 1

English Level 1: Unit 05-02

STUDENT EXPECTATION 1.14. (I) TX.128.3 (1.14.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to recognize the story problem(s) or plot (1-3).

Grade 1

English Level 1: Unit 06-02

STUDENT EXPECTATION 1.15. (A) TX.128.3 (1.15.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources



including selections read aloud. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify relevant questions for inquiry such as 'What do pill bugs eat?' (K-3).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.15. (B) TX.128.3 (1.15.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources including selections read aloud. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use pictures, print, and people to gather information and answer questions (K-1).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09



English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 05-11
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English Level 1: Unit 07-11
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English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11



STUDENT EXPECTATION 1.15. (C) TX.128.3 (1.15.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources including selections read aloud. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw conclusions from information gathered (K-3).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.15. (D) TX.128.3 (1.15.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research about topics using information from a variety of sources including selections read aloud. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use alphabetical order to locate information (1-3).

Grade 1

English Level 1: Unit 02-08
 English Level 1: Unit 07-09

STUDENT EXPECTATION 1.16. (B) TX.128.3 (1.16.) - Spanish Language Arts and English as a Second Language: Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare experiences of characters across cultures (K-3).

Grade 1

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03



English Level 1: Unit 08-11

STUDENT EXPECTATION 1.18. (B) TX.128.3 (1.18.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to write labels, notes, and captions for illustrations, possessions, charts, and centers (K-1).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-02
 English Level 1: Unit 02-09
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-04
 English Level 1: Unit 06-09
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 08-04
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09

STUDENT EXPECTATION 1.18. (C) TX.128.3 (1.18.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to write to record ideas and reflections (K-3).

Grade 1

English Level 1: Unit 04-04
 English Level 1: Unit 05-03
 English Level 1: Unit 05-07
 English Level 1: Unit 06-06
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07

STUDENT EXPECTATION 1.18. (F) TX.128.3 (1.18.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to write in different forms for different purposes including lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-08
 English Level 1: Unit 02-01



English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-04
 English Level 1: Unit 06-07
 English Level 1: Unit 06-09
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09

STUDENT EXPECTATION 1.19. (A) TX.128.3 (1.19.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes to compose original text. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to generate ideas before writing on self-selected topics (K-1).

Grade 1

English Level 1: Unit 01-07
 English Level 1: Unit 04-10

STUDENT EXPECTATION 1.19. (B) TX.128.3 (1.19.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes to compose original text. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to generate ideas before writing on assigned tasks (K-1).

Grade 1

English Level 1: Unit 01-07
 English Level 1: Unit 04-10

STUDENT EXPECTATION 1.19. (D) TX.128.3 (1.19.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes to compose original text. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images (1-3).

Grade 1

English Level 1: Unit 02-03

STUDENT EXPECTATION 1.20. (B) TX.128.3 (1.20.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write with more proficient spelling of inflectional endings such as plurals and verb tenses (1-2).



Grade 1

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.20. (D) TX.128.3 (1.20.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use resources to find correct spellings, synonyms, and replacement words (1-3).

Grade 1

English Level 1: Unit 01-02
 English Level 1: Unit 01-05
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 04-05
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-10
 English Level 1: Unit 07-03
 English Level 1: Unit 07-06
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.21. (A) TX.128.3 (1.21.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student composes meaningful texts by applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use nouns and verbs in sentences (1).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07



English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.21. (B) TX.128.3 (1.21.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student composes meaningful texts by applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compose complete sentences in written texts and use the appropriate end punctuation (1-2).

Grade 1

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
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English Level 1: Unit 06-09
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 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.21. (C) TX.128.3 (1.21.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student composes meaningful texts by applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use verb tenses such as present and preterite appropriately and consistently (1-6/SLA).

Grade 1

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-10
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.22. (A) TX.128.3 (1.22.) - Spanish Language Arts and English as a Second Language: Writing/evaluation. The student evaluates his/her own writing and the writing of others. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3).

Grade 1



English Level 1: Unit 02-03
English Level 1: Unit 03-01

STUDENT EXPECTATION 1.22. (B) TX.128.3 (1.22.) - Spanish Language Arts and English as a Second Language: Writing/evaluation. The student evaluates his/her own writing and the writing of others. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to respond constructively to others' writing (1-3).

Grade 1

English Level 1: Unit 02-03
English Level 1: Unit 03-01

STUDENT EXPECTATION 1.23. (A) TX.128.3 (1.23.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to record or dictate questions for investigating (K-1).

Grade 1

English Level 1: Unit 01-01
English Level 1: Unit 01-03
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-11

STUDENT EXPECTATION 1.23. (B) TX.128.3 (1.23.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to record or dictate his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).

Grade 1

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03



English Level 1: Unit 01-05
 English Level 1: Unit 01-08
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.24. (B) TX.128.3 (1.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use prior knowledge and experiences to understand meanings in English (K-8/ESL).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04



English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.24. (D) TX.128.3 (1.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use strategic learning techniques such as semantic mapping, imagery, memorization, and reviewing (K-3/ESL).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03



English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09



English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10

STUDENT EXPECTATION 1.24. (E) TX.128.3 (1.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-08
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01



English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.24. (F) TX.128.3 (1.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to make connections across content areas and use and reuse language and concepts in different ways (K-8/ESL) and

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10



English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
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 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.24. (G) TX.128.3 (1.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use accessible language and learn new and essential language in the process (K-8/ESL).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07



English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
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English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
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English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11



English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.25. (A) TX.128.3 (1.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes (K-3/ESL).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
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 English Level 1: Unit 05-01
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English Level 1: Unit 05-06
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 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
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 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.25. (B) TX.128.3 (1.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06



English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
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English Level 1: Unit 04-01
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English Level 1: Unit 06-11
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English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09



English Level 1: Unit 08-10
English Level 1: Unit 08-11

STUDENT EXPECTATION 1.25. (C) TX.128.3 (1.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 1

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02



English Level 1: Unit 06-03
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 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10

STUDENT EXPECTATION 1.25. (D) TX.128.3 (1.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-01



English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.25. (E) TX.128.3 (1.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL).

Grade 1

English Level 1: Unit 01-10
 English Level 1: Unit 03-09

STUDENT EXPECTATION 1.26. (A) TX.128.3 (1.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL).

Grade 1

English Level 1: Unit 01-03
 English Level 1: Unit 01-07



English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-03
 English Level 1: Unit 05-04
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08

STUDENT EXPECTATION 1.26. (B) TX.128.3 (1.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06



English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
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 English Level 1: Unit 07-03
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 English Level 1: Unit 07-11
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 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.26. (C) TX.128.3 (1.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL).

Grade 1

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05



English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10

STUDENT EXPECTATION 1.26. (D) TX.128.3 (1.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (K-3/ESL).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
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 English Level 1: Unit 05-01
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 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10



English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
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 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
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 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.26. (E) TX.128.3 (1.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL).

Grade 1

English Level 1: Unit 04-05
 English Level 1: Unit 05-10
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04

STUDENT EXPECTATION 1.26. (F) TX.128.3 (1.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to describe the immediate surroundings such as classroom, school, or home (K-8/ESL).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09



English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-10
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09

STUDENT EXPECTATION 1.26. (G) TX.128.3 (1.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
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English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.26. (H) TX.128.3 (1.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce phonological elements of simple vocabulary and phrases (K-3/ESL).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
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 English Level 1: Unit 05-08
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 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07



English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.26. (I) TX.128.3 (1.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 1

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01



English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
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 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.27. (C) TX.128.3 (1.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL).

Grade 1

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 1: Unit 08-11

STUDENT EXPECTATION 1.27. (D) TX.128.3 (1.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to participate in shared reading (K-8/ESL).



Grade 1

English Level 1: Unit 05-02

English Level 1: Unit 08-11

- STUDENT EXPECTATION 1.27. (E) TX.128.3 (1.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to develop basic sight vocabulary (K-8/ESL).

Grade 1

English Level 1: Unit 03-08

English Level 1: Unit 07-01

- STUDENT EXPECTATION 1.27. (F) TX.128.3 (1.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL).

Grade 1

English Level 1: Unit 03-08

English Level 1: Unit 07-01

- STUDENT EXPECTATION 1.27. (I) TX.128.3 (1.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to use graphic organizers as pre-reading activities to prepare for reading text (K-3/ESL).

Grade 1

English Level 1: Unit 06-11

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 2

United States Standards - Texas TEKS Standards

STUDENT EXPECTATION 2.1. (A) TX.128.4 (2.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3).

Grade 2

English Level 1: Unit 05-11

English Level 1: Unit 08-08

STUDENT EXPECTATION 2.1. (B) TX.128.4 (2.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to respond appropriately and courteously to directions and questions (K-3).

Grade 2

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05



English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
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 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
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 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.1. (C)

TX.128.4 (2.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to participate in rhymes, songs, conversations, and discussions (K-3).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01



English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
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 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
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 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.1. (D)

TX.128.4 (2.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to listen critically to interpret and evaluate (K-3).

Grade 2

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 03-09

English Level 1: Unit 06-05

GRADE LEVEL
EXPECTATION

- 2.1. (E) (i) TX.128.4 (2.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 2.1. (E) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
- The student is expected to listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3/ESL).

Grade 2

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STUDENT EXPECTATION 2.1. (F)

- TX.128.4 (2.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to identify the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia (2-3).

Grade 2

English Level 1: Unit 01-01

English Level 1: Unit 01-06

English Level 1: Unit 01-10

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 06-04

English Level 1: Unit 06-09

English Level 1: Unit 06-10

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-06

English Level 1: Unit 07-07

English Level 1: Unit 07-09

English Level 1: Unit 07-11

English Level 1: Unit 08-03

English Level 1: Unit 08-04

English Level 1: Unit 08-05

English Level 1: Unit 08-07

English Level 1: Unit 08-11

STUDENT EXPECTATION 2.1. (G)

- TX.128.4 (2.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to distinguish and produce sounds and intonation patterns of English (K-8/ESL).

Grade 2

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01



English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.1. (H)

TX.128.4 (2.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to infer meaning by making associations of utterances with actions, visuals, and the context of the situation (K-3/ESL).

Grade 2

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-09
 English Level 1: Unit 06-05

STUDENT EXPECTATION 2.2. (A)

TX.128.4 (2.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to connect experiences and ideas with those of others through speaking and listening (K-3).

Grade 2



English Level 1: Unit 01-09
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 04-07
 English Level 1: Unit 06-05
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07

STUDENT EXPECTATION 2.2. (B)

TX.128.4 (2.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

Grade 2

English Level 1: Unit 03-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07

GRADE LEVEL
 EXPECTATION

2.3. (A) (i) TX.128.4 (2.3.) - Spanish Language Arts and English as a Second Language:

Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

2.3. (A) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to choose and adapt newly acquired spoken language appropriate to the audience, purpose, and occasion in the new culture, including use of appropriate volume and rate (K-3/ESL).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02



English Level 1: Unit 04-03
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 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXPECTATION

- 2.3. (B) (i) TX.128.4 (2.3.) - Spanish Language Arts and English as a Second Language:
 Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 2.3. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3/ESL).

Grade 2

English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-07
 English Level 1: Unit 07-08
 English Level 1: Unit 08-10



STUDENT EXPECTATION 2.3. (C)

TX.128.4 (2.3.) - Spanish Language Arts and English as a Second Language:

Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to ask and answer relevant questions and make contributions in small or large group discussions (K-3).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
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 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
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 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
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 English Level 1: Unit 05-11
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 English Level 1: Unit 06-06
 English Level 1: Unit 06-07



English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
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 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.3. (D)

TX.128.4 (2.3.) - Spanish Language Arts and English as a Second Language:

Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to present dramatic interpretations of experiences, stories, poems, or plays (K-3).

Grade 2

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-04
 English Level 1: Unit 07-11

STUDENT EXPECTATION 2.3. (E)

TX.128.4 (2.3.) - Spanish Language Arts and English as a Second Language:

Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09



English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
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English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03



English Level 1: Unit 08-04
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 English Level 1: Unit 08-06
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 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.3. (F)

TX.128.4 (2.3.) - Spanish Language Arts and English as a Second Language:

Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to employ English content area vocabulary in context (K-8/ESL).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-03
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
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 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.4. (A)

TX.128.4 (2.4.) - Spanish Language Arts and English as a Second Language:

Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use vocabulary to describe clearly ideas, feelings, and experiences (K-3).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02



English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-10
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.4. (B)

TX.128.4 (2.4.) - Spanish Language Arts and English as a Second Language:

Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3).

Grade 2

English Level 1: Unit 01-01

STUDENT EXPECTATION 2.4. (C)

TX.128.4 (2.4.) - Spanish Language Arts and English as a Second Language:

Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into



spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to retell a spoken message by summarizing or clarifying (K-3).

Grade 2

English Level 1: Unit 08-11

GRADE LEVEL EXPECTATION

- 2.5. (B) (i) TX.128.4 (2.5.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 2.5. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
- The student is expected to blend initial letter-sounds with common vowel spelling patterns to read words (1-3/ESL).

Grade 2

English Level 1: Unit 06-07

STUDENT EXPECTATION

- 2.5. (C) TX.128.4 (2.5.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to recognize high frequency irregular words such as said, was, where, and is (1-2/ESL).

Grade 2

English Level 1: Unit 07-01

STUDENT EXPECTATION

- 2.5. (D) TX.128.4 (2.5.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to identify multisyllabic words by using common syllable patterns (1-3).

Grade 2

English Level 1: Unit 07-01

GRADE LEVEL EXPECTATION

- 2.5. (E) (i) TX.128.4 (2.5.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 2.5. (E) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
- The student is expected to use structural cues to recognize words such as compound, base words, and inflections such as -s, -es, -ed, and -ing (1-2/ESL).

Grade 2

English Level 1: Unit 04-08

English Level 1: Unit 07-01

GRADE LEVEL EXPECTATION

- 2.5. (F) (i) TX.128.4 (2.5.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 2.5. (F) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
- The student is expected to use structural cues such as prefixes and suffixes to recognize words, for example, un- and -ly (2/ESL).

Grade 2

English Level 1: Unit 07-01

STUDENT EXPECTATION

- 2.5. (G) TX.128.4 (2.5.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3).

Grade 2

English Level 1: Unit 04-08

English Level 1: Unit 07-01



GRADE LEVEL EXPECTATION	2.5. (H) (i)	TX.128.4 (2.5.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. 2.5. (H) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows: The student is expected to read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3/ESL).
		Grade 2 English Level 1: Unit 07-01
STUDENT EXPECTATION	2.6. (A)	TX.128.4 (2.6.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2).
		Grade 2 English Level 1: Unit 02-02 English Level 1: Unit 04-09 English Level 1: Unit 05-01 English Level 1: Unit 07-01 English Level 1: Unit 07-02
STUDENT EXPECTATION	2.6. (B)	TX.128.4 (2.6.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader. a 'typical' second grader reads approximately 70 wpm) (2).
		Grade 2 English Level 1: Unit 02-02 English Level 1: Unit 04-09 English Level 1: Unit 05-01 English Level 1: Unit 07-01 English Level 1: Unit 07-02
STUDENT EXPECTATION	2.6. (C)	TX.128.4 (2.6.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2).
		Grade 2 English Level 1: Unit 02-02 English Level 1: Unit 04-09 English Level 1: Unit 05-01 English Level 1: Unit 07-01 English Level 1: Unit 07-02
STUDENT EXPECTATION	2.7. (B)	TX.128.4 (2.7.) - Spanish Language Arts and English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to read from a variety of genres for pleasure and to acquire information from both print and electronic formats (2-3).
		Grade 2 English Level 1: Unit 01-10
STUDENT EXPECTATION	2.7. (C)	TX.128.4 (2.7.) - Spanish Language Arts and English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to read to accomplish a variety of purposes, both assigned and self-selected (2-3).
		Grade 2 English Level 1: Unit 06-11



STUDENT EXPECTATION 2.8. (A) TX.128.4 (2.8.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2).

Grade 2

English Level 1: Unit 03-08

English Level 1: Unit 07-01

STUDENT EXPECTATION 2.8. (B) TX.128.4 (2.8.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3).

Grade 2

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09



English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
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 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.8. (C) TX.128.4 (2.8.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to develop vocabulary through reading (2-3).

Grade 2

English Level 1: Unit 03-08
 English Level 1: Unit 07-01

GRADE LEVEL EXPECTATION 2.8. (D) (i) TX.128.4 (2.8.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English.
 2.8. (D) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to use resources and references such as beginners' dictionaries, bilingual dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3/ESL).

Grade 2

English Level 1: Unit 02-09
 English Level 1: Unit 04-08

STUDENT EXPECTATION 2.9. (B) TX.128.4 (2.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06



English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01



English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.9. (C)

TX.128.4 (2.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to retell or act out the order of important events in stories (K-3).

Grade 2

English Level 1: Unit 06-02
 English Level 1: Unit 06-08

GRADE LEVEL
 EXPECTATION

2.9. (D) (i)

TX.128.4 (2.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. 2.9. (D) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows: The student is expected to monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, translating, and asking for help (1-3/ESL).

Grade 2

English Level 1: Unit 04-08
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.9. (E)

TX.128.4 (2.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to draw and discuss visual images based on text descriptions (1-3).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-08
 English Level 1: Unit 02-03
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-10
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-06
 English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06



English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.9. (F)

TX.128.4 (2.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3).

Grade 2

English Level 1: Unit 06-02
 English Level 1: Unit 06-08

STUDENT EXPECTATION 2.9. (G)

TX.128.4 (2.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to identify similarities and differences across texts such as in topics, characters, and problems (1-2).

Grade 2

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.9. (I)

TX.128.4 (2.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to represent text information in different ways including story maps, graphs, and charts (2-3).

Grade 2

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.10. (A)

TX.128.4 (2.10.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3).



Grade 2

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STUDENT EXPECTATION 2.10. (D) TX.128.4 (2.10.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to connect ideas and themes across texts (1-3).

Grade 2

English Level 1: Unit 05-11

STUDENT EXPECTATION 2.11. (B) TX.128.4 (2.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify text as written for entertainment (narrative) or for information (expository) (2).

Grade 2

English Level 1: Unit 03-08

English Level 1: Unit 06-11

STUDENT EXPECTATION 2.11. (C) TX.128.4 (2.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to distinguish fiction from nonfiction including fact and fantasy (K-3).

Grade 2

English Level 1: Unit 03-08

English Level 1: Unit 06-11

STUDENT EXPECTATION 2.11. (D) TX.128.4 (2.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize the distinguishing features of familiar genres including stories, poems, and informational texts (1-3).

Grade 2

English Level 1: Unit 03-08

English Level 1: Unit 06-11

STUDENT EXPECTATION 2.11. (E) TX.128.4 (2.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8).

Grade 2

English Level 1: Unit 05-11

STUDENT EXPECTATION 2.11. (H) TX.128.4 (2.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze characters including their traits, relationships, and changes (1-3).

Grade 2

English Level 1: Unit 05-02

English Level 1: Unit 05-11

English Level 1: Unit 06-02

English Level 1: Unit 06-03

English Level 1: Unit 08-11

STUDENT EXPECTATION 2.11. (I) TX.128.4 (2.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply



to the second language learner at his/her level of proficiency in English.

The student is expected to identify the importance of the setting to a story's meaning (1-3).

Grade 2

English Level 1: Unit 05-02

STUDENT EXPECTATION 2.11. (J) TX.128.4 (2.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to recognize the story problem(s) or plot (1-3).

Grade 2

English Level 1: Unit 06-02

STUDENT EXPECTATION 2.12. A) TX.128.4 (2.12.) - Spanish Language Arts and English as a Second Language: Reading inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify relevant questions for inquiry, such as 'Why do birds build different kinds of nests?' (K-3).

Grade 2

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-02

English Level 1: Unit 08-04

English Level 1: Unit 08-06

English Level 1: Unit 08-09

English Level 1: Unit 08-11

STUDENT EXPECTATION 2.12. (B) TX.128.4 (2.12.) - Spanish Language Arts and English as a Second Language: Reading inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use alphabetical order to locate information (1-3).

Grade 2

English Level 1: Unit 02-08

English Level 1: Unit 07-09



STUDENT EXPECTATION 2.12. (D) TX.128.4 (2.12.) - Spanish Language Arts and English as a Second Language: Reading inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use multiple sources including print, such as an encyclopedia, technology, and experts to locate information that addresses questions (2-3).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.12. (G) TX.128.4 (2.12.) - Spanish Language Arts and English as a Second Language: Reading inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to demonstrate learning through productions and displays such as murals, written and oral reports, and dramatizations (2-3).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10



English Level 1: Unit 08-04

English Level 1: Unit 08-09

STUDENT EXPECTATION 2.12. (H) TX.128.4 (2.12.) - Spanish Language Arts and English as a Second Language: Reading inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to draw conclusions from information gathered (K-3).

Grade 2

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-02

English Level 1: Unit 08-04

English Level 1: Unit 08-06

English Level 1: Unit 08-09

English Level 1: Unit 08-11

STUDENT EXPECTATION 2.13. (B) TX.128.4 (2.13.) - Spanish Language Arts and English as a Second Language: Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to compare experiences of characters across cultures (K-3).

Grade 2

English Level 1: Unit 05-02

English Level 1: Unit 05-11

English Level 1: Unit 06-02

English Level 1: Unit 06-03

English Level 1: Unit 08-11

STUDENT EXPECTATION 2.14. (A) TX.128.4 (2.14.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to write to record ideas and reflections (K-3).

Grade 2

English Level 1: Unit 04-04

English Level 1: Unit 05-03



English Level 1: Unit 05-07
 English Level 1: Unit 06-06
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07

STUDENT EXPECTATION 2.14. (D) TX.128.4 (2.14.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write in different forms for different purposes including lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-08
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-04
 English Level 1: Unit 06-07
 English Level 1: Unit 06-09
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09

STUDENT EXPECTATION 2.16. (A) TX.128.4 (2.16.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use resources to find correct spellings, synonyms, and replacement words (1-3).

Grade 2

English Level 1: Unit 01-02
 English Level 1: Unit 01-05
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 04-05



English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-10
 English Level 1: Unit 07-03
 English Level 1: Unit 07-06
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.16. (C) TX.128.4 (2.16.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2).

Grade 2

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.17. (A) TX.128.4 (2.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use singular and plural forms of regular nouns (2).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-05
 English Level 1: Unit 02-02
 English Level 1: Unit 02-07
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09

STUDENT EXPECTATION 2.17. (B) TX.128.4 (2.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compose complete sentences in written texts and use the appropriate end punctuation (1-2).

Grade 2

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01



English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07



English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.17. (C) TX.128.4 (2.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compose sentences with interesting, elaborated subjects (2-3).

Grade 2

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
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 English Level 1: Unit 04-02
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 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
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 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

GRADE LEVEL EXPECTATION

2.17. (D) TX.128.4 (2.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English.
 2.17. (D) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, including pronouns that agree in number, and appropriate verb tenses, including to be, in final drafts (2-3/ESL).

Grade 2

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.17. (E) TX.128.4 (2.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use verb tenses such as present, preterite, and future appropriately and consistently (2-6/SLA).

Grade 2

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09



English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-10
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.18. (A) TX.128.4 (2.18.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3).

Grade 2

English Level 1: Unit 01-07
 English Level 1: Unit 04-10

STUDENT EXPECTATION 2.18. (C) TX.128.4 (2.18.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images (1-3).

Grade 2

English Level 1: Unit 02-03

STUDENT EXPECTATION 2.18. (D) TX.128.4 (2.18.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to edit for appropriate grammar, spelling, punctuation, and features of polished writings (2-3).

Grade 2

English Level 1: Unit 02-06
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05

STUDENT EXPECTATION 2.18. (F) TX.128.4 (2.18.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form and 'publishing' them for audiences (2-3).

Grade 2

English Level 1: Unit 02-06
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.19. (A) TX.128.4 (2.19.) - Spanish Language Arts and English as a Second Language: Writing/evaluation. The student evaluates his/her own writing and the writing of others. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3).



Grade 2

English Level 1: Unit 02-03

English Level 1: Unit 03-01

STUDENT EXPECTATION 2.19. (B) TX.128.4 (2.19.) - Spanish Language Arts and English as a Second Language: Writing/evaluation. The student evaluates his/her own writing and the writing of others. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to respond constructively to others' writing (1-3).

Grade 2

English Level 1: Unit 02-03

English Level 1: Unit 03-01

STUDENT EXPECTATION 2.20. (B) TX.128.4 (2.20.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to record his/her own knowledge of a topic in various ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).

Grade 2

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-05

English Level 1: Unit 01-08

English Level 1: Unit 02-05

English Level 1: Unit 03-02

English Level 1: Unit 03-05

English Level 1: Unit 04-06

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-10

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-09

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-03

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-04

English Level 1: Unit 08-07

English Level 1: Unit 08-09

English Level 1: Unit 08-11

STUDENT EXPECTATION 2.20. (C) TX.128.4 (2.20.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to take simple notes from relevant sources such as classroom guests, information, books, and media sources (2-3).

Grade 2



English Level 1: Unit 04-04

STUDENT EXPECTATION 2.20. (D) TX.128.4 (2.20.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09

STUDENT EXPECTATION 2.21. (B) TX.128.4 (2.21.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use prior knowledge and experiences to understand meanings in English (K-8/ESL).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-10



English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.21. (D) TX.128.4 (2.21.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use strategic learning techniques such as semantic mapping, imagery, memorization, and reviewing (K-3/ESL).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06



English Level 1: Unit 02-07
 English Level 1: Unit 02-08
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 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
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 English Level 1: Unit 03-04
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 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10

STUDENT EXPECTATION 2.21. (E) TX.128.4 (2.21.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to



the second language learner at his/her level of proficiency in English.

The student is expected to use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL).

Grade 2

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-08
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06



English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.21. (F) TX.128.4 (2.21.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to make connections across content areas and use and reuse language and concepts in different ways (K-8/ESL) and

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02



English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.21. (G) TX.128.4 (2.21.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use accessible language and learn new and essential language in the process (K-8/ESL).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07



English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
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 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
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 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.22. (A) TX.128.4 (2.22.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes (K-3/ESL).

Grade 2



English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-11
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English Level 1: Unit 06-02
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English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06



English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.22. (B) TX.128.4 (2.22.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01



English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.22. (C) TX.128.4 (2.22.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04



English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
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 English Level 1: Unit 05-11
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 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
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 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
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 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
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 English Level 1: Unit 08-09
 English Level 1: Unit 08-10



acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL).

Grade 2

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
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English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11



English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.22. (E) TX.128.4 (2.22.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL).

Grade 2

English Level 1: Unit 01-10
 English Level 1: Unit 03-09

STUDENT EXPECTATION 2.23. (A) TX.128.4 (2.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL).

Grade 2

English Level 1: Unit 01-03
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-03
 English Level 1: Unit 05-04
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08

STUDENT EXPECTATION 2.23. (B) TX.128.4 (2.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
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English Level 1: Unit 02-09
English Level 1: Unit 02-10
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English Level 1: Unit 07-11
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English Level 1: Unit 08-06



English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.23. (C) TX.128.4 (2.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL).

Grade 2

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10

STUDENT EXPECTATION 2.23. (D) TX.128.4 (2.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (K-3/ESL).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10



English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.23. (E) TX.128.4 (2.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an



awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL).

Grade 2

English Level 1: Unit 04-05

English Level 1: Unit 05-10

English Level 1: Unit 06-07

English Level 1: Unit 06-11

English Level 1: Unit 07-04

STUDENT EXPECTATION 2.23. (F) TX.128.4 (2.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to describe the immediate surroundings such as classroom, school, or home (K-8/ESL).

Grade 2

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 03-01

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-10

English Level 1: Unit 04-02

English Level 1: Unit 04-04

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-10

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-05

English Level 1: Unit 06-07

English Level 1: Unit 06-08

English Level 1: Unit 06-10

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-03

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-07

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-11



English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09

STUDENT EXPECTATION 2.23. (G) TX.128.4 (2.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02



English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
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 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.23. (H) TX.128.4 (2.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to produce phonological elements of simple vocabulary and phrases (K-3/ESL).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09



English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.23. (I)

TX.128.4 (2.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 2

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08



English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10



English Level 1: Unit 08-11

STUDENT EXPECTATION 2.24. (C) TX.128.4 (2.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL).

Grade 2

English Level 1: Unit 03-08

English Level 1: Unit 07-01

English Level 1: Unit 08-11

STUDENT EXPECTATION 2.24. (D) TX.128.4 (2.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to participate in shared reading (K-8/ESL).

Grade 2

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STUDENT EXPECTATION 2.24. (E) TX.128.4 (2.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop basic sight vocabulary (K-8/ESL).

Grade 2

English Level 1: Unit 03-08

English Level 1: Unit 07-01

STUDENT EXPECTATION 2.24. (F) TX.128.4 (2.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL).

Grade 2

English Level 1: Unit 03-08

English Level 1: Unit 07-01

STUDENT EXPECTATION 2.24. (I) TX.128.4 (2.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use graphic organizers as pre-reading activities to prepare for reading text (K-3/ESL).

Grade 2

English Level 1: Unit 06-11

STUDENT EXPECTATION 2.25. (A) TX.128.4 (2.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL).

Grade 2

English Level 1: Unit 01-07

English Level 1: Unit 04-10



STUDENT EXPECTATION 2.25. (C) TX.128.4 (2.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2-8/ESL).

Grade 2

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11

GRADE LEVEL
 EXPECTATION

2.25. (D) TX.128.4 (2.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

2.25. (D) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:

The student is expected to demonstrate knowledge of verbs, tenses and auxiliaries, wh- words, and pronouns/antecedents (2-8/ESL).

Grade 2

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02



English Level 1: Unit 08-11

GRADE LEVEL EXPECTATION

- 2.25. (D) TX.128.4 (2.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 2.25. (D) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
- The student is expected to demonstrate knowledge of nominative, objective, and possessive case (2-8/ESL).

Grade 2

English Level 1: Unit 02-06
English Level 1: Unit 04-05
English Level 1: Unit 04-10
English Level 1: Unit 05-05

GRADE LEVEL EXPECTATION

- 2.25. (D) TX.128.4 (2.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 2.25. (D) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
- The student is expected to demonstrate knowledge of parts of speech (2-8/ESL).

Grade 2

English Level 1: Unit 01-04
English Level 1: Unit 01-08
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 04-05
English Level 1: Unit 04-10
English Level 1: Unit 05-05
English Level 1: Unit 08-08

GRADE LEVEL EXPECTATION

- 2.25. (D) TX.128.4 (2.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 2.25. (D) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
- The student is expected to demonstrate knowledge of negatives and contractions (2-8/ESL).

Grade 2

English Level 1: Unit 02-06
English Level 1: Unit 04-05
English Level 1: Unit 04-10
English Level 1: Unit 05-05
English Level 1: Unit 07-11

STUDENT EXPECTATION

- 2.25. (E) TX.128.4 (2.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to construct correct sentences, including a variety of sentence types and styles (2-8/ESL).

Grade 2

English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08



English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11

STUDENT EXPECTATION 2.25. (F) TX.128.4 (2.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to combine multiple sentences into a unified sentence (2-8/ESL).

Grade 2

English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
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English Level 1: Unit 05-01
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English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
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 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11

STUDENT EXPECTATION 2.25. (G) TX.128.4 (2.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).

Grade 2

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
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 English Level 1: Unit 04-01
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 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10



English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
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English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 08-01
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English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 3

United States Standards - Texas TEKS Standards

STUDENT EXPECTATION 3.1. (A) TX.128.5 (3.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3).

Grade 3

English Level 1: Unit 05-11

English Level 1: Unit 08-08

STUDENT EXPECTATION 3.1. (B) TX.128.5 (3.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to respond appropriately and courteously to directions and questions (K-3).

Grade 3

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04



English Level 1: Unit 05-05
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
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English Level 2: Unit 11-07
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English Level 2: Unit 12-01
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English Level 2: Unit 16-01
English Level 2: Unit 16-02
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10



STUDENT EXPECTATION 3.1. (C) TX.128.5 (3.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to participate in rhymes, songs, conversations, and discussions (K-3).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
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 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
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 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
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 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
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 English Level 1: Unit 05-01
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 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09



English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
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English Level 2: Unit 09-07
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English Level 2: Unit 10-01
English Level 2: Unit 10-02
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English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02



English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
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 English Level 2: Unit 13-07
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 English Level 2: Unit 13-09
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 English Level 2: Unit 15-01
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.1. (D)

TX.128.5 (3.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes.
 The student listens attentively and engages actively in various oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to listen critically to interpret and evaluate (K-3).

Grade 3

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-09
 English Level 1: Unit 06-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08



English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

GRADE LEVEL EXPECTATION

3.1. (E) (i) TX.128.5 (3.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes.
 The student listens attentively and engages actively in various oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
 3.1. (E) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3/ESL).

Grade 3

English Level 1: Unit 05-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 3.1. (F)

TX.128.5 (3.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes.
 The student listens attentively and engages actively in various oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to identify the musical elements of literary language including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-06
 English Level 1: Unit 01-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-11
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 15-03
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-01, 18-02, 18-03

STUDENT EXPECTATION 3.1. (G)

TX.128.5 (3.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes.
 The student listens attentively and engages actively in various oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to distinguish and produce sounds and intonation patterns of English (K-8/ESL).



Grade 3

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.1. (H)

TX.128.5 (3.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to infer meaning by making associations of utterances with actions, visuals, and the context of the situation (K-3/ESL).

Grade 3

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-09
 English Level 1: Unit 06-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

STUDENT EXPECTATION 3.2. (A)

TX.128.5 (3.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to connect experiences and ideas with those of others through speaking and listening (K-3).

Grade 3

English Level 1: Unit 01-09
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 04-07
 English Level 1: Unit 06-05
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 2: Unit 09-01
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 11-05
 English Level 2: Unit 12-06



English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

STUDENT EXPECTATION 3.2. (B)

TX.128.5 (3.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

Grade 3

English Level 1: Unit 03-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 2: Unit 09-01
 English Level 2: Unit 11-05
 English Level 2: Unit 14-09
 English Level 2: Unit 15-05

GRADE LEVEL EXPECTATION

3.3. (A) (i) TX.128.5 (3.3.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

3.3. (A) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to choose and adapt newly acquired spoken language appropriate to the audience, purpose, and occasion in the new culture, including using appropriate volume and rate (K-3/ESL).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07



English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
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English Level 1: Unit 06-05
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English Level 1: Unit 06-07
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English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09



English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
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English Level 2: Unit 12-07
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English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
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English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05



English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXPECTATION

- 3.3. (B) (i) TX.128.5 (3.3.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 3.3. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
- The student is expected to use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3/ESL).

Grade 3

English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-07
 English Level 1: Unit 07-08
 English Level 1: Unit 08-10
 English Level 2: Unit 09-04
 English Level 2: Unit 10-02
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 12-06
 English Level 2: Unit 15-03
 English Level 2: Unit 15-06

STUDENT EXPECTATION 3.3. (C)

- TX.128.5 (3.3.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to ask and answer relevant questions and make contributions in small or large group discussions (K-3).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08



English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
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English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11



English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
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English Level 2: Unit 11-01
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English Level 2: Unit 12-01
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English Level 2: Unit 12-07
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
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English Level 2: Unit 14-01
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English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06



English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.3. (D)

TX.128.5 (3.3.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to present dramatic interpretations of experiences, stories, poems, or plays (K-3).

Grade 3

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-04
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10



English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.3. (E)

TX.128.5 (3.3.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04



English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
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English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06



English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
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English Level 2: Unit 15-01
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English Level 2: Unit 16-01
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10



STUDENT EXPECTATION 3.3. (F)

TX.128.5 (3.3.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to employ English content area vocabulary in context (K-8)/ESL).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-03
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-09
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-07
 English Level 2: Unit 12-03
 English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06



English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.4. (A)

TX.128.5 (3.4.) - Spanish Language Arts and English as a Second Language:

Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use vocabulary to describe clearly ideas, feelings, and experiences (K-3).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-02



English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-10
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-11
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-05
English Level 2: Unit 09-09
English Level 2: Unit 10-06
English Level 2: Unit 10-08
English Level 2: Unit 12-01
English Level 2: Unit 12-07
English Level 2: Unit 13-02
English Level 2: Unit 13-04
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 14-02
English Level 2: Unit 14-09
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-09
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02



STUDENT EXPECTATION 3.4. (B)	TX.128.5 (3.4.) - Spanish Language Arts and English as a Second Language: Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to clarify and support spoken messages through use of appropriate props including objects, pictures, and charts (K-3). Grade 3 English Level 1: Unit 01-01 English Level 2: Unit 14-08
STUDENT EXPECTATION 3.4. (C)	TX.128.5 (3.4.) - Spanish Language Arts and English as a Second Language: Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to retell a spoken message by summarizing or clarifying (K-3). Grade 3 English Level 1: Unit 08-11 English Level 2: Unit 14-09
GRADE LEVEL EXPECTATION	3.5. (B) (i) TX.128.5 (3.5.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. 3.5. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows: The student is expected to blend initial letter-sounds with common vowel spelling patterns to read words (1-3/ESL). Grade 3 English Level 1: Unit 06-07
STUDENT EXPECTATION 3.5. (C)	TX.128.5 (3.5.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to identify multisyllabic words by using common syllable patterns (1-3). Grade 3 English Level 1: Unit 07-01 English Level 2: Unit 12-04 English Level 2: Unit 16-08
STUDENT EXPECTATION 3.5. (D)	TX.128.5 (3.5.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3). Grade 3 English Level 1: Unit 07-01 English Level 2: Unit 12-04 English Level 2: Unit 17-01, 17-02, 17-03 English Level 2: Unit 17-04, 17-05, 17-06
STUDENT EXPECTATION 3.5. (E)	TX.128.5 (3.5.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3). Grade 3 English Level 1: Unit 04-08 English Level 1: Unit 07-01 English Level 2: Unit 12-04



English Level 2: Unit 13-02
English Level 2: Unit 14-10
English Level 2: Unit 19-06, 19-07, 19-08

GRADE LEVEL EXPECTATION

3.5. (F) (i) TX.128.5 (3.5.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

3.5. (F) - The student is expected to demonstrate the expectation appropriate for ESL or SLA as follows:

The student is expected to read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3/ESL).

Grade 3

English Level 1: Unit 07-01
English Level 2: Unit 12-04

STUDENT EXPECTATION 3.6. (A)

TX.128.5 (3.6.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. :

The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3).

Grade 3

English Level 1: Unit 02-02
English Level 1: Unit 04-09
English Level 1: Unit 05-01
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 2: Unit 09-03
English Level 2: Unit 10-01
English Level 2: Unit 10-03
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 11-02
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 12-06
English Level 2: Unit 13-01
English Level 2: Unit 13-04
English Level 2: Unit 13-07
English Level 2: Unit 14-01
English Level 2: Unit 15-03
English Level 2: Unit 15-07
English Level 2: Unit 15-10
English Level 2: Unit 16-07
English Level 2: Unit 18-04, 18-05, 18-06

STUDENT EXPECTATION 3.6. (B)

TX.128.5 (3.6.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. :

The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader. the 'typical' third grader reads 80 wpm) (3).

Grade 3

English Level 1: Unit 02-02
English Level 1: Unit 04-09
English Level 1: Unit 05-01
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 2: Unit 09-03
English Level 2: Unit 10-01
English Level 2: Unit 10-03
English Level 2: Unit 10-05



English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06

STUDENT EXPECTATION 3.6. (C) TX.128.5 (3.6.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English. :

The student is expected to read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3).

Grade 3

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06

STUDENT EXPECTATION 3.7. (B) TX.128.5 (3.7.) - Spanish Language Arts and English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3).

Grade 3

English Level 1: Unit 01-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-04
 English Level 2: Unit 11-03
 English Level 2: Unit 14-04
 English Level 2: Unit 16-02



STUDENT EXPECTATION 3.7. (C) TX.128.5 (3.7.) - Spanish Language Arts and English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to read to accomplish various purposes, both assigned and self-selected (2-3).

Grade 3

English Level 1: Unit 06-11

English Level 2: Unit 10-06

STUDENT EXPECTATION 3.8. (A) TX.128.5 (3.8.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3).

Grade 3

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09



English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05



English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.8. (B)

TX.128.5 (3.8.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop vocabulary through reading (2-3).

Grade 3

English Level 1: Unit 03-08
 English Level 1: Unit 07-01



GRADE LEVEL EXPECTATION

- 3.8. (C) (i) TX.128.5 (3.8.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 3.8. (C) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
- The student is expected to use resources and references such as beginners' dictionaries, bilingual dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words (2-3/ESL).

Grade 3

English Level 1: Unit 02-09
English Level 1: Unit 04-08
English Level 2: Unit 13-02
English Level 2: Unit 14-10
English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 3.8. (D)

- TX.128.5 (3.8.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student develops an extensive vocabulary. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to demonstrate knowledge of synonyms, antonyms, and multi-meaning words, (for example, by sorting, classifying, and identifying related words) (3).

Grade 3

English Level 1: Unit 01-01
English Level 1: Unit 01-05
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 03-04
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 04-02
English Level 1: Unit 04-10
English Level 1: Unit 05-07
English Level 1: Unit 06-03
English Level 1: Unit 06-08
English Level 1: Unit 07-01
English Level 1: Unit 07-03
English Level 1: Unit 07-11
English Level 2: Unit 09-03
English Level 2: Unit 09-05
English Level 2: Unit 09-09
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-02
English Level 2: Unit 12-05
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 13-05
English Level 2: Unit 13-10
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 16-01
English Level 2: Unit 16-04
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.9. (B)

- TX.128.5 (3.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The



student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3).

Grade 3

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
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English Level 1: Unit 06-09
English Level 1: Unit 06-10



English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
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English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
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English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03



English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.9. (C)

TX.128.5 (3.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to retell or act out the order of important events in stories (K-3).

Grade 3

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06



GRADE LEVEL EXPECTATION

- 3.9. (D) (i) TX.128.5 (3.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 3.9. (D) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
- The student is expected to monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, translating, and asking for help (1-3/ESL).

Grade 3

English Level 1: Unit 04-08
English Level 1: Unit 08-11
English Level 2: Unit 13-02
English Level 2: Unit 14-10

STUDENT EXPECTATION 3.9. (E)

- TX.128.5 (3.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to draw and discuss visual images based on text descriptions (1-3).

Grade 3

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-05
English Level 1: Unit 01-08
English Level 1: Unit 02-03
English Level 1: Unit 02-06
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-06
English Level 1: Unit 03-10
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-06
English Level 1: Unit 06-02
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 07-01
English Level 1: Unit 07-04
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-11
English Level 2: Unit 09-05
English Level 2: Unit 09-09
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 11-02



English Level 2: Unit 11-07
 English Level 2: Unit 11-09
 English Level 2: Unit 11-10
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-04
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.9. (F)

TX.128.5 (3.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3).

Grade 3

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 11-08
 English Level 2: Unit 12-08

STUDENT EXPECTATION 3.9. (G)

TX.128.5 (3.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to identify similarities and differences across texts such as in topics, characters, and themes (3).

Grade 3

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 12-08
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

STUDENT EXPECTATION 3.9. (H)

TX.128.5 (3.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to produce summaries of text selections (2-3).

Grade 3



English Level 2: Unit 11-08

- STUDENT EXPECTATION 3.9. (J)** TX.128.5 (3.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to distinguish fact from opinion in various texts, including news stories and advertisements (3).
- Grade 3**
English Level 1: Unit 03-08
English Level 1: Unit 04-01
English Level 1: Unit 06-05
English Level 1: Unit 06-11
English Level 2: Unit 09-09
English Level 2: Unit 12-09
English Level 2: Unit 13-03
English Level 2: Unit 14-09
- STUDENT EXPECTATION 3.9. (K)** TX.128.5 (3.9.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to practice different kinds of questions and tasks, including test-like comprehension questions (3).
- Grade 3**
English Level 1: Unit 01-10
English Level 1: Unit 08-11
English Level 2: Unit 11-08
English Level 2: Unit 12-08
- STUDENT EXPECTATION 3.10. (A)** TX.128.5 (3.10.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3).
- Grade 3**
English Level 1: Unit 05-02
English Level 1: Unit 08-11
English Level 2: Unit 11-08
- STUDENT EXPECTATION 3.10. (B)** TX.128.5 (3.10.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3).
- Grade 3**
English Level 2: Unit 11-08
English Level 2: Unit 19-09, 19-10
- STUDENT EXPECTATION 3.10. (C)** TX.128.5 (3.10.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to support interpretations or conclusions with examples drawn from text (2-3).
- Grade 3**
English Level 2: Unit 09-02
English Level 2: Unit 11-08
- STUDENT EXPECTATION 3.10. (D)** TX.128.5 (3.10.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student responds to various texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to connect ideas and themes across texts (1-3).



Grade 3

English Level 1: Unit 05-11
English Level 2: Unit 09-01
English Level 2: Unit 12-08

- STUDENT EXPECTATION 3.11. (A) TX.128.5 (3.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to distinguish different forms of texts including lists, newsletters, and signs and the functions they serve (K-3).

Grade 3

English Level 1: Unit 01-05
English Level 1: Unit 01-10
English Level 1: Unit 04-01
English Level 1: Unit 04-08
English Level 1: Unit 06-08
English Level 2: Unit 09-02
English Level 2: Unit 09-10
English Level 2: Unit 11-03
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 12-02

- STUDENT EXPECTATION 3.11. (B) TX.128.5 (3.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to distinguish fiction from nonfiction, including fact and fantasy (K-3).

Grade 3

English Level 1: Unit 03-08
English Level 1: Unit 06-11
English Level 2: Unit 14-09
English Level 2: Unit 16-09

- STUDENT EXPECTATION 3.11. (C) TX.128.5 (3.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to recognize the distinguishing features of familiar genres including stories, poems, and informational texts (1-3).

Grade 3

English Level 1: Unit 03-08
English Level 1: Unit 06-11
English Level 2: Unit 10-07
English Level 2: Unit 14-09

- STUDENT EXPECTATION 3.11. (D) TX.128.5 (3.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8).

Grade 3

English Level 1: Unit 05-11
English Level 2: Unit 09-01

- STUDENT EXPECTATION 3.11. (G) TX.128.5 (3.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to compare communications in different forms including contrasting a dramatic performance with a print version of the same story (3).



Grade 3

English Level 1: Unit 05-11

English Level 2: Unit 09-01

STUDENT EXPECTATION 3.11. (H) TX.128.5 (3.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze characters including their traits, feelings, relationships, and changes (1-3).

Grade 3

English Level 1: Unit 05-02

English Level 1: Unit 05-11

English Level 1: Unit 06-02

English Level 1: Unit 06-03

English Level 1: Unit 08-11

English Level 2: Unit 09-01

English Level 2: Unit 14-05

English Level 2: Unit 15-01

STUDENT EXPECTATION 3.11. (I) TX.128.5 (3.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify the importance of the setting to a story's meaning (1-3).

Grade 3

English Level 1: Unit 05-02

STUDENT EXPECTATION 3.11. (J) TX.128.5 (3.11.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize the story problem(s) or plot (1-3).

Grade 3

English Level 1: Unit 06-02

STUDENT EXPECTATION 3.12. (A) TX.128.5 (3.12.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify relevant questions for inquiry such as "What Native American tribes inhabit(ed) Texas?" (K-3).

Grade 3

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-06



English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 3.12. (B) TX.128.5 (3.12.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use alphabetical order to locate information (1-3).

Grade 3

English Level 1: Unit 02-08
 English Level 1: Unit 07-09
 English Level 2: Unit 11-09

STUDENT EXPECTATION 3.12. (D) TX.128.5 (3.12.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use multiple sources including print such as an encyclopedia, technology, and experts to locate information that addresses questions (2-3).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09



English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-04
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-02
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 3.12. (E) TX.128.5 (3.12.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to interpret and use graphic sources of information including, maps, charts, graphs, and diagrams (2-3).

Grade 3

English Level 2: Unit 15-09

STUDENT EXPECTATION 3.12. (F) TX.128.5 (3.12.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to locate and use important areas of the library media center (2-3).

Grade 3

English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 3.12. (G) TX.128.5 (3.12.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to organize information in systematic ways including notes, charts, and labels (3).

Grade 3

English Level 1: Unit 01-02
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-04
English Level 1: Unit 03-06
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-09
English Level 1: Unit 06-03
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-06
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 10-04
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 12-10
English Level 2: Unit 14-05
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 16-01
English Level 2: Unit 16-06
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 3.12. (H) TX.128.5 (3.12.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to demonstrate learning through productions and displays such as oral and written reports, murals, and dramatizations (2-3).

Grade 3



English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 2: Unit 10-03
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 18-07, 18-08, 18-09

STUDENT EXPECTATION 3.12. (J) TX.128.5 (3.12.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to draw conclusions from information gathered (K-3).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10



English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 3.13. (A) TX.128.5 (3.13.) - Spanish Language Arts and English as a Second Language: Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3).

Grade 3

English Level 2: Unit 15-01

STUDENT EXPECTATION 3.13. (B) TX.128.5 (3.13.) - Spanish Language Arts and English as a Second Language: Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compare experiences of characters across cultures (K-3).

Grade 3

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 12-08
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

STUDENT EXPECTATION 3.14. (A) TX.128.5 (3.14.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to record ideas and reflections (K-3).

Grade 3



English Level 1: Unit 04-04
 English Level 1: Unit 05-03
 English Level 1: Unit 05-07
 English Level 1: Unit 06-06
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-06
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 3.14. (D) TX.128.5 (3.14.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in various forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-08
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02



English Level 1: Unit 06-04
 English Level 1: Unit 06-07
 English Level 1: Unit 06-09
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-07
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-03
 English Level 2: Unit 12-04
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 English Level 2: Unit 12-06
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 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-06, 19-07, 19-08

GRADE LEVEL
EXPECTATION

- 3.15. (B) TX.128.5 (3.15.) - Spanish Language Arts and English as a Second Language:
 (i) Writing/penmanship/capitalization/punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
 3.15. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to use capitalization and punctuation such as commas in a series, apostrophes in



contractions such as can't and possessives such as Robin's, quotation marks, proper nouns, and abbreviations with increasing accuracy (3/ESL).

Grade 3

English Level 2: Unit 09-02

English Level 2: Unit 12-06

English Level 2: Unit 16-04

GRADE LEVEL EXPECTATION

3.16. (A) TX.128.5 (3.16.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.

3.16. (A) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant CVC (hop), consonant-vowel-consonant-silent e CVCe (hope), and one-syllable words with blends (drop) (1-3/ESL).

Grade 3

English Level 2: Unit 09-02

STUDENT EXPECTATION

3.16. (B) TX.128.5 (3.16.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to spell multisyllabic words using regularly spelled phonogram patterns (3).

Grade 3

English Level 2: Unit 09-02

GRADE LEVEL EXPECTATION

3.16. (C) TX.128.5 (3.16.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.

3.16. (C) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to write with more proficient spelling of inflectional endings, including plurals and past tense and words that drop the final e when such endings as -ing, -ed, or -able are added (3/ESL).

Grade 3

English Level 2: Unit 09-02

GRADE LEVEL EXPECTATION

3.16. (D) TX.128.5 (3.16.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.

3.16. (D) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to write with more proficient use of orthographic patterns and rules such as oil/toy, match/speech, badge/cage, consonant doubling, dropping e, and changing y to i (3/ESL).

Grade 3

English Level 2: Unit 09-02

GRADE LEVEL EXPECTATION

3.16. (E) TX.128.5 (3.16.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.

3.16. (E) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to write with more proficient spelling of contractions, compounds, and homonyms such as hair-hare and bear-bare (3/ESL).

Grade 3

English Level 2: Unit 09-02

STUDENT EXPECTATION

3.16. (F) TX.128.5 (3.16.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6/ESL).

Grade 3



English Level 2: Unit 09-02

STUDENT EXPECTATION 3.16. (G) TX.128.5 (3.16.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to spell words ending in -tion and -sion such as station and procession (3/ESL).

Grade 3

English Level 2: Unit 09-02

STUDENT EXPECTATION 3.16. (H) TX.128.5 (3.16.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use resources to find correct spellings, synonyms, or replacement words (1-3).

Grade 3

English Level 1: Unit 01-02
English Level 1: Unit 01-05
English Level 1: Unit 01-09
English Level 1: Unit 02-01
English Level 1: Unit 02-07
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 04-05
English Level 1: Unit 05-03
English Level 1: Unit 05-05
English Level 1: Unit 05-11
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-10
English Level 1: Unit 07-03
English Level 1: Unit 07-06
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-04
English Level 2: Unit 09-06
English Level 2: Unit 09-08
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 11-05
English Level 2: Unit 12-01
English Level 2: Unit 12-04
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 15-03
English Level 2: Unit 15-10
English Level 2: Unit 16-03
English Level 2: Unit 16-05
English Level 2: Unit 16-08
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05



STUDENT EXPECTATION 3.17. (A) TX.128.5 (3.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use correct irregular plurals such as sheep (3).

Grade 3

English Level 1: Unit 01-01
English Level 1: Unit 01-05
English Level 1: Unit 02-02
English Level 1: Unit 02-07
English Level 1: Unit 02-10
English Level 1: Unit 03-09
English Level 2: Unit 09-06
English Level 2: Unit 16-03
English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 3.17. (B) TX.128.5 (3.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use singular and plural forms of regular nouns and adjust verbs for agreement (3).

Grade 3

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-05
English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-10
English Level 1: Unit 03-09
English Level 1: Unit 04-06
English Level 1: Unit 04-09
English Level 1: Unit 05-10
English Level 1: Unit 06-01
English Level 1: Unit 06-06
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-10
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-09
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-07
English Level 2: Unit 12-09
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-07
English Level 2: Unit 14-06
English Level 2: Unit 15-03
English Level 2: Unit 15-10
English Level 2: Unit 16-03
English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 3.17. (C) TX.128.5 (3.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The



student composes meaningful texts applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compose elaborated sentences in written texts and use the appropriate end punctuation (3).

Grade 3

English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
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English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-04
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English Level 1: Unit 04-06
English Level 1: Unit 04-07
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English Level 1: Unit 05-11
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English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04



English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02



English Level 2: Unit 14-04
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 English Level 2: Unit 15-01
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 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 3.17. (D) TX.128.5 (3.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compose sentences with interesting, elaborated subjects (2-3).

Grade 3

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
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 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
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 English Level 1: Unit 03-04
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 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05



English Level 1: Unit 04-06
English Level 1: Unit 04-07
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English Level 1: Unit 05-01
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English Level 2: Unit 11-01
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL
EXPECTATION

- 3.17. (E) TX.128.5 (3.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English.
- (i) 3.17. (E) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:



The student is expected to edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, including pronouns that agree in number, and appropriate verb tenses, including to be, in final drafts (2-3/ESL).

Grade 3

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 12-07
 English Level 2: Unit 13-03
 English Level 2: Unit 14-01
 English Level 2: Unit 14-10

STUDENT EXPECTATION 3.17. (F) TX.128.5 (3.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use verb tenses such as present, preterite, and future appropriately and consistently (2-6/SLA).

Grade 3

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-10
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11



English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-06
 English Level 2: Unit 09-08
 English Level 2: Unit 09-10
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-03
 English Level 2: Unit 12-04
 English Level 2: Unit 12-09
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 14-06
 English Level 2: Unit 14-10
 English Level 2: Unit 15-03
 English Level 2: Unit 15-10
 English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 3.18. (A) TX.128.5 (3.18.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts (2-3).

Grade 3

English Level 1: Unit 01-07
 English Level 1: Unit 04-10
 English Level 2: Unit 11-02
 English Level 2: Unit 13-01
 English Level 2: Unit 15-09
 English Level 2: Unit 17-07, 17-08

STUDENT EXPECTATION 3.18. (B) TX.128.5 (3.18.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to develop drafts (1-3).

Grade 3

English Level 2: Unit 11-02
 English Level 2: Unit 13-01
 English Level 2: Unit 14-06
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 3.18. (C) TX.128.5 (3.18.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to revise selected drafts for varied purposes including to achieve a sense of audience, precise word choices, and vivid images (1-3).

Grade 3

English Level 1: Unit 02-03

STUDENT EXPECTATION 3.18. (D) TX.128.5 (3.18.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to edit for appropriate grammar, spelling, punctuation, and features of polished writing (2-3).

Grade 3

English Level 1: Unit 02-06
English Level 1: Unit 04-05
English Level 1: Unit 04-10
English Level 1: Unit 05-05
English Level 2: Unit 09-02
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 16-04

STUDENT EXPECTATION 3.18. (E) TX.128.5 (3.18.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use available technology for aspects of writing such as word processing, spell checking, and printing (2-3).

Grade 3

English Level 2: Unit 10-09

STUDENT EXPECTATION 3.18. (F) TX.128.5 (3.18.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to demonstrate understanding of language use and spelling by bringing selected pieces frequently to final form, 'publishing' them for audiences (2-3).

Grade 3

English Level 1: Unit 02-06
English Level 1: Unit 04-05
English Level 1: Unit 04-10
English Level 1: Unit 05-05
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 11-02
English Level 2: Unit 11-05
English Level 2: Unit 12-07
English Level 2: Unit 13-01
English Level 2: Unit 15-09
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 3.19. (A) TX.128.5 (3.19.) - Spanish Language Arts and English as a Second Language: Writing/evaluation. The student evaluates his/her own writing and the writing of others. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify the most effective features of a piece of writing using criteria generated by the teacher and class (1-3).

Grade 3

English Level 1: Unit 02-03
English Level 1: Unit 03-01

STUDENT EXPECTATION 3.19. (B) TX.128.5 (3.19.) - Spanish Language Arts and English as a Second Language: Writing/evaluation. The student evaluates his/her own writing and the writing of others. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to respond constructively to others' writing (1-3).

Grade 3

English Level 1: Unit 02-03
English Level 1: Unit 03-01

STUDENT EXPECTATION 3.20. (B) TX.128.5 (3.20.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second



language learner at his/her level of proficiency in English.

The student is expected to record his/her own knowledge of a topic in a variety of ways such as by drawing pictures, making lists, and showing connections among ideas (K-3).

Grade 3

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-05
English Level 1: Unit 01-08
English Level 1: Unit 02-05
English Level 1: Unit 03-02
English Level 1: Unit 03-05
English Level 1: Unit 04-06
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-10
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-09
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-04
English Level 1: Unit 08-07
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
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English Level 2: Unit 09-07
English Level 2: Unit 10-03
English Level 2: Unit 10-04
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English Level 2: Unit 10-06
English Level 2: Unit 10-10
English Level 2: Unit 11-03
English Level 2: Unit 12-10
English Level 2: Unit 13-03
English Level 2: Unit 14-03
English Level 2: Unit 15-01
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10



English Level 2: Unit 18-04, 18-05, 18-06

English Level 2: Unit 18-07, 18-08, 18-09

STUDENT EXPECTATION 3.20. (C) TX.128.5 (3.20.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to take simple notes from relevant sources such as classroom guests, books, and media sources (2-3).

Grade 3

English Level 1: Unit 04-04

English Level 2: Unit 15-08

STUDENT EXPECTATION 3.20. (D) TX.128.5 (3.20.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to compile notes into outlines, reports, summaries, or other written efforts using available technology (2-3).

Grade 3

English Level 1: Unit 01-01

English Level 1: Unit 02-05

English Level 1: Unit 03-02

English Level 1: Unit 03-05

English Level 1: Unit 04-06

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 06-04

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-04

English Level 1: Unit 08-09

English Level 2: Unit 10-03

English Level 2: Unit 10-04

English Level 2: Unit 10-09

English Level 2: Unit 12-10

English Level 2: Unit 14-06

English Level 2: Unit 15-04

English Level 2: Unit 15-10

English Level 2: Unit 16-04

English Level 2: Unit 17-01, 17-02, 17-03

English Level 2: Unit 17-04, 17-05, 17-06

English Level 2: Unit 18-07, 18-08, 18-09

STUDENT EXPECTATION 3.21. (B) TX.128.5 (3.21.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use prior knowledge and experiences to understand meanings in English (K-8/ESL).

Grade 3

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09



English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
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English Level 1: Unit 03-08
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English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 05-11
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English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11



English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
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English Level 2: Unit 09-06
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English Level 2: Unit 12-01
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English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07



English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.21. (D) TX.128.5 (3.21.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use strategic learning techniques such as semantic mapping, imagery, memorization, and reviewing (K-3/ESL).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02



English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
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English Level 1: Unit 05-07
English Level 1: Unit 05-08
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English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 06-07
English Level 1: Unit 06-08
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
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English Level 1: Unit 08-07
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English Level 2: Unit 10-09



English Level 2: Unit 10-10
 English Level 2: Unit 11-01
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 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.21. (E) TX.128.5 (3.21.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
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English Level 2: Unit 11-09
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English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08



English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
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 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.21. (F) TX.128.5 (3.21.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to make connections across content areas and use and reuse language and concepts in different ways (K-8/ESL) and

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04



English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
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English Level 1: Unit 05-11
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English Level 1: Unit 08-07
English Level 1: Unit 08-08



English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 15-02
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English Level 2: Unit 15-09
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 English Level 2: Unit 16-01
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 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.21. (G) TX.128.5 (3.21.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use accessible language and learn new and essential language in the process (K-8/ESL).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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 English Level 1: Unit 01-09
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 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
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 English Level 1: Unit 02-07
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 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
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 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03



English Level 1: Unit 04-04
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English Level 1: Unit 04-06
English Level 1: Unit 04-07
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English Level 1: Unit 04-09
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English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 2: Unit 10-01
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English Level 2: Unit 10-06
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English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.22. (A) TX.128.5 (3.22.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes (K-3/ESL).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
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 English Level 1: Unit 04-01
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 English Level 1: Unit 05-01
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 English Level 1: Unit 05-06



English Level 1: Unit 05-07
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English Level 2: Unit 11-08



English Level 2: Unit 11-09
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 English Level 2: Unit 12-01
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 English Level 2: Unit 16-01
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 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.22. (B) TX.128.5 (3.22.) - Spanish Language Arts and English as a Second Language: Second language



acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL).

Grade 3

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
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English Level 1: Unit 02-01
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English Level 2: Unit 13-01
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 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.22. (C) TX.128.5 (3.22.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04



English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10



English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
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English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 2: Unit 09-01
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English Level 2: Unit 10-01
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English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
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English Level 2: Unit 14-06
English Level 2: Unit 14-07



English Level 2: Unit 14-08
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.22. (D) TX.128.5 (3.22.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
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 English Level 1: Unit 03-07
 English Level 1: Unit 03-08



English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
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English Level 2: Unit 10-01
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English Level 2: Unit 10-06
English Level 2: Unit 10-07



English Level 2: Unit 10-08
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 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08



English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.22. (E) TX.128.5 (3.22.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL).

Grade 3

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 2: Unit 14-09

STUDENT EXPECTATION 3.23. (A) TX.128.5 (3.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL).

Grade 3

English Level 1: Unit 01-03

English Level 1: Unit 01-07

English Level 1: Unit 01-09

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 03-02

English Level 1: Unit 03-05

English Level 1: Unit 04-03

English Level 1: Unit 05-04

English Level 1: Unit 07-07

English Level 1: Unit 07-08

English Level 2: Unit 10-02

English Level 2: Unit 10-08

STUDENT EXPECTATION 3.23. (B) TX.128.5 (3.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL).

Grade 3

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08



English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-06
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English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-04
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English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11



English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
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English Level 2: Unit 10-06
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
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English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
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English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
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English Level 2: Unit 14-01
English Level 2: Unit 14-02
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English Level 2: Unit 14-06
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English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06



English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.23. (C) TX.128.5 (3.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL).

Grade 3

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
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 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-05
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01



English Level 2: Unit 12-06
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10

STUDENT EXPECTATION 3.23. (D) TX.128.5 (3.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (K-3/ESL).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
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English Level 1: Unit 05-08
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English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09



English Level 2: Unit 11-10
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
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 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
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 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
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 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.23. (E) TX.128.5 (3.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an



awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL).

Grade 3

English Level 1: Unit 04-05
 English Level 1: Unit 05-10
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 2: Unit 09-04
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 10-02
 English Level 2: Unit 10-05
 English Level 2: Unit 10-10
 English Level 2: Unit 13-06

STUDENT EXPECTATION 3.23. (F) TX.128.5 (3.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to describe the immediate surroundings such as classroom, school, or home (K-8/ESL).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-10
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-06
 English Level 2: Unit 10-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-07
 English Level 2: Unit 13-02
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 13-09
 English Level 2: Unit 14-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

STUDENT EXPECTATION 3.23. (G) TX.128.5 (3.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09



English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 1: Unit 05-10
English Level 1: Unit 05-11
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01



English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
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English Level 2: Unit 10-01
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English Level 2: Unit 12-01
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English Level 2: Unit 13-01
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English Level 2: Unit 14-01
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07



English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.23. (H) TX.128.5 (3.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to produce phonological elements of simple vocabulary and phrases (K-3/ESL).

Grade 3

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04



English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02



English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02



English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-06, 19-07, 19-08

English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.23. (I)

TX.128.5 (3.23.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 3

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-10

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-05

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-08

English Level 1: Unit 06-09



English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 08-11
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English Level 2: Unit 10-01
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English Level 2: Unit 13-02



English Level 2: Unit 13-03
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 3.24. (C) TX.128.5 (3.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend (K-8/ESL).

Grade 3

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 1: Unit 08-11
 English Level 2: Unit 12-08

STUDENT EXPECTATION 3.24. (D) TX.128.5 (3.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing



level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to participate in shared reading (K-8/ESL).

Grade 3

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STUDENT EXPECTATION 3.24. (E) TX.128.5 (3.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop basic sight vocabulary (K-8/ESL).

Grade 3

English Level 1: Unit 03-08

English Level 1: Unit 07-01

STUDENT EXPECTATION 3.24. (F) TX.128.5 (3.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL).

Grade 3

English Level 1: Unit 03-08

English Level 1: Unit 07-01

English Level 2: Unit 12-04

English Level 2: Unit 17-01, 17-02, 17-03

English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 3.24. (H) TX.128.5 (3.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use print from the environment to derive meaning (K-8/ESL).

Grade 3

English Level 2: Unit 11-07

English Level 2: Unit 12-02

STUDENT EXPECTATION 3.24. (I) TX.128.5 (3.24.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use graphic organizers as pre-reading activities to prepare for reading text (K-3/ESL).

Grade 3

English Level 1: Unit 06-11

English Level 2: Unit 10-06

STUDENT EXPECTATION 3.25. (A) TX.128.5 (3.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (3/ESL).

Grade 3

English Level 2: Unit 12-06

English Level 2: Unit 16-04



STUDENT EXPECTATION 3.25. (B) TX.128.5 (3.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL).

Grade 3

English Level 1: Unit 01-07
 English Level 1: Unit 04-10
 English Level 2: Unit 13-05
 English Level 2: Unit 15-08
 English Level 2: Unit 17-07, 17-08

STUDENT EXPECTATION 3.25. (C) TX.128.5 (3.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to write with more proficient use of orthographic patterns and rules such as qu together consonant doubling, dropping final e, and changing y to i (2-8/ESL).

Grade 3

English Level 2: Unit 09-02

STUDENT EXPECTATION 3.25. (D) TX.128.5 (3.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2-8/ESL).

Grade 3

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 12-07
 English Level 2: Unit 13-03
 English Level 2: Unit 14-01
 English Level 2: Unit 14-10

GRADE LEVEL
 EXPECTATION

3.25. (E) TX.128.5 (3.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively

(i)



address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

3.25. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:

The student is expected to demonstrate knowledge of verbs, tenses and auxiliaries, wh- words, and pronouns/antecedents (2-8/ESL).

Grade 3

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 09-10
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-03
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 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 14-06
 English Level 2: Unit 14-10
 English Level 2: Unit 15-03
 English Level 2: Unit 15-10
 English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL
EXPECTATION

3.25. (E) TX.128.5 (3.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations



apply to the second language learner at his/her level of proficiency in English.

3.25. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:

The student is expected to demonstrate knowledge of nominative, objective, and possessive case (2-8/ESL).

Grade 3

English Level 1: Unit 02-06

English Level 1: Unit 04-05

English Level 1: Unit 04-10

English Level 1: Unit 05-05

English Level 2: Unit 12-07

GRADE LEVEL EXPECTATION

- 3.25. (E) TX.128.5 (3.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 3.25. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
- The student is expected to demonstrate knowledge of parts of speech (2-8/ESL).

Grade 3

English Level 1: Unit 01-04

English Level 1: Unit 01-08

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 04-05

English Level 1: Unit 04-10

English Level 1: Unit 05-05

English Level 1: Unit 08-08

English Level 2: Unit 09-07

English Level 2: Unit 09-10

English Level 2: Unit 12-04

English Level 2: Unit 12-07

English Level 2: Unit 12-09

English Level 2: Unit 13-02

GRADE LEVEL EXPECTATION

- 3.25. (E) TX.128.5 (3.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 3.25. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
- The student is expected to demonstrate knowledge of negatives and contractions (2-8/ESL).

Grade 3

English Level 1: Unit 02-06

English Level 1: Unit 04-05

English Level 1: Unit 04-10

English Level 1: Unit 05-05

English Level 1: Unit 07-11

English Level 2: Unit 09-10

English Level 2: Unit 12-07

STUDENT EXPECTATION

- 3.25. (F) TX.128.5 (3.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to construct correct sentences, including a variety of sentence types and styles (2-8/ESL).

Grade 3

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-05



English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
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English Level 1: Unit 03-06
English Level 1: Unit 03-07
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English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
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English Level 1: Unit 04-09
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English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02



English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
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English Level 2: Unit 12-01
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English Level 2: Unit 14-01
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English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02



English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 3.25. (G) TX.128.5 (3.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to combine multiple sentences into a unified sentence (2-8/ESL).

Grade 3

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
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 English Level 1: Unit 03-04
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 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04



English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 2: Unit 11-08
English Level 2: Unit 11-09



English Level 2: Unit 11-10
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 3.25. (H) TX.128.5 (3.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).

Grade 3

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08



English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
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English Level 2: Unit 15-01
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English Level 2: Unit 15-03



English Level 2: Unit 15-04
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English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 4

United States Standards - Texas TEKS Standards

STUDENT EXPECTATION 4.1. (A) TX.128.6 (4.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8).

Grade 4

English Level 1: Unit 05-11

English Level 1: Unit 08-08

STUDENT EXPECTATION 4.1. (C) TX.128.6 (4.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to understand the major ideas and supporting evidence in spoken messages (4-8).

Grade 4

English Level 1: Unit 05-11

English Level 1: Unit 08-08

STUDENT EXPECTATION 4.1. (D) TX.128.6 (4.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to distinguish and produce sounds and intonation patterns of English (K-8/ESL).

Grade 4

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-05

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-08

English Level 1: Unit 06-10



English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03



English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.2. (A)

TX.128.6 (4.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8).

Grade 4

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04



English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

STUDENT EXPECTATION 4.2. (B) TX.128.6 (4.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5).

Grade 4

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 2: Unit 13-03
 English Level 2: Unit 14-09

STUDENT EXPECTATION 4.3. (A) TX.128.6 (4.3.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8).

Grade 4

English Level 1: Unit 05-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 4.3. (B) TX.128.6 (4.3.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to describe how the language of literature affects the listener (4-5).

Grade 4

English Level 1: Unit 01-10
 English Level 1: Unit 05-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 4.3. (C) TX.128.6 (4.3.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to assess how language choice and delivery affect the tone of the message (4-5).

Grade 4

English Level 1: Unit 01-10

STUDENT EXPECTATION 4.4. (A) TX.128.6 (4.4.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to connect experiences, information, insights, and ideas with those of others through speaking and listening (4-8).

Grade 4

English Level 1: Unit 01-09
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08



English Level 1: Unit 04-07
 English Level 1: Unit 06-05
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 2: Unit 09-01
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 11-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

STUDENT EXPECTATION 4.4. (B) TX.128.6 (4.4.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compare oral traditions across regions and cultures (4-8).

Grade 4

English Level 1: Unit 03-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 2: Unit 09-01
 English Level 2: Unit 11-05
 English Level 2: Unit 14-09
 English Level 2: Unit 15-05

STUDENT EXPECTATION 4.4. (C) TX.128.6 (4.4.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to identify how language use such as labels and sayings reflects regions and cultures (4-8).

Grade 4

English Level 1: Unit 01-10

STUDENT EXPECTATION 4.5. (A) TX.128.6 (4.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05



English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 06-11
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English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09



English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
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English Level 2: Unit 10-09
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English Level 2: Unit 11-01
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English Level 2: Unit 11-10
English Level 2: Unit 12-01
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English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03



English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.5. (B)

TX.128.6 (4.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8).

Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 02-06
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05



English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-04
 English Level 2: Unit 09-05
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 4.5. (C)

TX.128.6 (4.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8).

Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-04
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05



English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.5. (D) TX.128.6 (4.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use effective rate, volume, pitch, and tone for the audience and setting (4-8).

Grade 4

English Level 2: Unit 09-08
 English Level 2: Unit 11-01

STUDENT EXPECTATION 4.5. (E) TX.128.6 (4.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to give precise directions and instructions such as in games and tasks (4-5).

Grade 4

English Level 1: Unit 06-02
 English Level 1: Unit 07-08
 English Level 1: Unit 08-10
 English Level 2: Unit 12-06
 English Level 2: Unit 15-06

STUDENT EXPECTATION 4.5. (F) TX.128.6 (4.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

Grade 4

English Level 1: Unit 07-01
 English Level 2: Unit 12-02
 English Level 2: Unit 18-01, 18-02, 18-03

STUDENT EXPECTATION 4.5. (G) TX.128.6 (4.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Listening/speaking/audiences. The student speaks appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to employ English content area vocabulary in context (K-8).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04



English Level 1: Unit 02-09
English Level 1: Unit 03-03
English Level 1: Unit 03-06
English Level 1: Unit 03-08
English Level 1: Unit 03-10
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-05
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-01
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-04
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-09
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-07
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-09
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-07
English Level 2: Unit 12-03
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-07



English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.6. (A) TX.128.6 (4.6.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8).

Grade 4

English Level 1: Unit 04-08
 English Level 1: Unit 07-01
 English Level 2: Unit 12-04
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10

GRADE LEVEL EXPECTATION 4.6. (B) (i) TX.128.6 (4.6.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 4.6. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, and in-, and suffixes such as -ness, -tion, and -able (4-6/ESL).

Grade 4

English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 4.6. (C) TX.128.6 (4.6.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

Grade 4

English Level 1: Unit 02-09
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 4.7. (A) TX.128.6 (4.7.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4).

Grade 4



English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06

STUDENT EXPECTATION 4.7. (B)

TX.128.6 (4.7.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader. a 'typical' fourth grader reads approximately 90 wpm) (4).

Grade 4

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06

STUDENT EXPECTATION 4.7. (C)

TX.128.6 (4.7.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to demonstrate characteristics of fluent and effective reading (4-6).



Grade 4

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06

STUDENT EXPECTATION 4.7. (D) TX.128.6 (4.7.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to adjust reading rate based on purposes for reading (4-8).

Grade 4

English Level 1: Unit 06-11
 English Level 2: Unit 10-06

STUDENT EXPECTATION 4.7. (E) TX.128.6 (4.7.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8).

Grade 4

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07



English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06

STUDENT EXPECTATION 4.8. (B) TX.128.6 (4.8.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5).

Grade 4

English Level 1: Unit 01-05
 English Level 1: Unit 01-10
 English Level 1: Unit 03-08
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 06-08
 English Level 1: Unit 06-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 11-03
 English Level 2: Unit 11-08
 English Level 2: Unit 14-09

STUDENT EXPECTATION 4.8. (C) TX.128.6 (4.8.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).

Grade 4

English Level 1: Unit 06-11
 English Level 2: Unit 10-06

STUDENT EXPECTATION 4.9. (A) TX.128.6 (4.9.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to develop vocabulary by listening to selections read aloud (4-8).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04



English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10



English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06



English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.9. (B)

TX.128.6 (4.9.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01



English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
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English Level 2: Unit 10-04
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English Level 2: Unit 10-06
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08



English Level 2: Unit 11-09
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
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 English Level 2: Unit 13-01
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 English Level 2: Unit 13-09
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 English Level 2: Unit 14-01
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 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10



EXPECTATION

Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

4.9. (C) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to use multiple reference aids such as a thesaurus, synonym finder, dictionary, and software to clarify meanings and usage (4-8/ESL).

Grade 4

English Level 1: Unit 02-09

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-09, 19-10

GRADE LEVEL EXPECTATION

4.9. (D) (i) TX.128.6 (4.9.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

4.9. (D) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, or un- (4-8/ESL).

Grade 4

English Level 1: Unit 03-08

English Level 1: Unit 07-01

English Level 2: Unit 14-10

English Level 2: Unit 17-01, 17-02, 17-03

English Level 2: Unit 17-04, 17-05, 17-06

English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 4.9. (E)

TX.128.6 (4.9.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to study word meanings systematically such as across curricular content areas and through current events (4-8).

Grade 4

English Level 1: Unit 02-09

English Level 1: Unit 03-08

English Level 1: Unit 05-01

English Level 1: Unit 07-01

English Level 2: Unit 10-08

English Level 2: Unit 10-10

English Level 2: Unit 14-03

English Level 2: Unit 14-10

English Level 2: Unit 16-04

English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 4.10. (A)

TX.128.6 (4.10.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use his/her own knowledge and experience to comprehend (4-8).

Grade 4

English Level 1: Unit 08-11

STUDENT EXPECTATION 4.10. (B)

TX.128.6 (4.10.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8).

Grade 4

English Level 1: Unit 06-11

English Level 2: Unit 10-06



English Level 2: Unit 12-08

STUDENT EXPECTATION 4.10. (D) TX.128.6 (4.10.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to describe mental images that text descriptions evoke (4-8).

Grade 4

English Level 1: Unit 08-11

English Level 2: Unit 11-08

STUDENT EXPECTATION 4.10. (E) TX.128.6 (4.10.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).

Grade 4

English Level 1: Unit 06-02

English Level 1: Unit 06-08

English Level 2: Unit 10-01

English Level 2: Unit 10-04

English Level 2: Unit 10-05

English Level 2: Unit 11-02

English Level 2: Unit 12-02

English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 4.10. (F) TX.128.6 (4.10.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details (4-8).

Grade 4

English Level 1: Unit 06-08

English Level 2: Unit 09-02

English Level 2: Unit 11-08

STUDENT EXPECTATION 4.10. (G) TX.128.6 (4.10.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to paraphrase and summarize text to recall, inform, and organize ideas (4-8).

Grade 4

English Level 1: Unit 08-11

English Level 2: Unit 11-08

English Level 2: Unit 12-08

STUDENT EXPECTATION 4.10. (H) TX.128.6 (4.10.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).

Grade 4

English Level 2: Unit 09-02

STUDENT EXPECTATION 4.10. (I) TX.128.6 (4.10.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to find similarities and differences across texts such as in treatment, scope, or organization (4-8).

Grade 4



English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 2: Unit 09-01
 English Level 2: Unit 12-08

STUDENT EXPECTATION 4.10. (J) TX.128.6 (4.10.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to distinguish fact and opinion in various texts (4-8).

Grade 4

English Level 2: Unit 12-09

STUDENT EXPECTATION 4.10. (K) TX.128.6 (4.10.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer (4-8).

Grade 4

English Level 1: Unit 01-10
 English Level 2: Unit 11-08

STUDENT EXPECTATION 4.10. (L) TX.128.6 (4.10.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

Grade 4

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 4.11. (A) TX.128.6 (4.11.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8).

Grade 4

English Level 1: Unit 05-02
English Level 2: Unit 11-08

STUDENT EXPECTATION 4.11. (B) TX.128.6 (4.11.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8).

Grade 4

English Level 1: Unit 04-04
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 06-06
English Level 1: Unit 06-10
English Level 1: Unit 07-06
English Level 1: Unit 08-03
English Level 1: Unit 08-07
English Level 1: Unit 08-11
English Level 2: Unit 09-07
English Level 2: Unit 10-03
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-06
English Level 2: Unit 12-10
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 14-01
English Level 2: Unit 14-03
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-06
English Level 2: Unit 16-06
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 4.11. (C) TX.128.6 (4.11.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to support responses by referring to relevant aspects of text and his/her own experiences (4-8).

Grade 4

English Level 2: Unit 09-02
English Level 2: Unit 11-08

STUDENT EXPECTATION 4.11. (D) TX.128.6 (4.11.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/literary response. The student expresses and supports responses to various types of texts. The



following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to connect, compare, and contrast ideas, themes, and issues across text (4-8).

Grade 4

English Level 1: Unit 05-11

English Level 2: Unit 09-01

English Level 2: Unit 12-08

STUDENT EXPECTATION 4.12. (A) TX.128.6 (4.12.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to judge the internal consistency or logic of stories and texts such as 'Would this character do this?'. 'Does this make sense here ?' (4-5).

Grade 4

English Level 1: Unit 05-02

STUDENT EXPECTATION 4.12. (C) TX.128.6 (4.12.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).

Grade 4

English Level 1: Unit 05-02

English Level 1: Unit 06-11

English Level 2: Unit 10-06

STUDENT EXPECTATION 4.12. (D) TX.128.6 (4.12.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to recognize the distinguishing features of genres including biography, historical fiction, informational texts, and poetry (4-8).

Grade 4

English Level 1: Unit 03-08

English Level 1: Unit 06-11

English Level 2: Unit 10-07

English Level 2: Unit 14-09

STUDENT EXPECTATION 4.12. (E) TX.128.6 (4.12.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8).

Grade 4

English Level 1: Unit 05-11

English Level 2: Unit 09-01

STUDENT EXPECTATION 4.12. (H) TX.128.6 (4.12.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to analyze characters including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).

Grade 4

English Level 1: Unit 05-02

English Level 1: Unit 05-11



English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

STUDENT EXPECTATION 4.12. (I) TX.128.6 (4.12.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to recognize and analyze story plot, setting, and problem resolution (4-8).

Grade 4

English Level 1: Unit 05-02
 English Level 1: Unit 06-02

STUDENT EXPECTATION 4.13. (A) TX.128.6 (4.13.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to form and revise questions for investigations including questions arising from interests and units of study (4-5).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07



English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 4.13. (B) TX.128.6 (4.13.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use text organizers including headings, graphic features, and tables of contents to locate and organize information (4-8).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06



English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 4.13. (C) TX.128.6 (4.13.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use multiple sources including electronic texts, experts, and print resources to locate information relevant to research questions (4-8).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02



English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-04
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-02
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 4.13. (D) TX.128.6 (4.13.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions (4-5).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09



English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 4.13. (E) TX.128.6 (4.13.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05



English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-06
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-08
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07



English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 4.13. (F) TX.128.6 (4.13.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to produce research projects and reports in effective formats using visuals to support meaning, as appropriate (4-5).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10



English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
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 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 11-02
 English Level 2: Unit 11-07
 English Level 2: Unit 11-09
 English Level 2: Unit 11-10
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-04
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.13. (G) TX.128.6 (4.13.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to draw conclusions from information gathered from multiple sources (4-8).

Grade 4



English Level 1: Unit 01-01
English Level 1: Unit 01-03
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08



STUDENT EXPECTATION 4.14. (A) TX.128.6 (4.14.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare text events with his/her own and other readers' experiences (4-8).

Grade 4

English Level 2: Unit 15-01

STUDENT EXPECTATION 4.14. (C) TX.128.6 (4.14.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to articulate and discuss themes and connections that cross cultures (4-8).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09



English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01



English Level 2: Unit 12-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
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 English Level 2: Unit 14-06
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 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
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 English Level 2: Unit 15-08
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 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.15. (A) TX.128.6 (4.15.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes:
 Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The
 following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve



(4-8).

Grade 4

English Level 1: Unit 05-07
English Level 2: Unit 09-03
English Level 2: Unit 11-10
English Level 2: Unit 13-01
English Level 2: Unit 16-05
English Level 2: Unit 16-10

STUDENT EXPECTATION 4.15. (B) TX.128.6 (4.15.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to write to influence such as to persuade, argue, and request (4-8).

Grade 4

English Level 1: Unit 01-07
English Level 1: Unit 05-07
English Level 2: Unit 16-05
English Level 2: Unit 16-10

STUDENT EXPECTATION 4.15. (C) TX.128.6 (4.15.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to write to inform such as to explain, describe, report, and narrate (4-8).

Grade 4

English Level 1: Unit 01-01
English Level 1: Unit 01-03
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-05
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-05
English Level 1: Unit 03-07
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-04
English Level 1: Unit 04-06
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-08
English Level 1: Unit 08-09



English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-06
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 11-02
 English Level 2: Unit 11-06
 English Level 2: Unit 11-09
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-07
 English Level 2: Unit 12-10
 English Level 2: Unit 14-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09

STUDENT EXPECTATION 4.15. (D) TX.128.6 (4.15.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to entertain such as to compose humorous poems or short stories (4-8).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-04
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-04
 English Level 1: Unit 06-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05



English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09

STUDENT EXPECTATION 4.15. (E) TX.128.6 (4.15.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to exhibit an identifiable voice in personal narratives and in stories (4-5).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-10
 English Level 1: Unit 05-08
 English Level 1: Unit 06-01
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-05
 English Level 2: Unit 12-04
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 13-07
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 15-03



English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10

STUDENT EXPECTATION 4.15. (F) TX.128.6 (4.15.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, instructions (4-5).

Grade 4

English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-07
 English Level 1: Unit 04-04
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 08-03
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-06
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01



English Level 2: Unit 15-02
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

GRADE LEVEL EXPECTATION

- 4.16. (B) TX.128.6 (4.16.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes:
 (i) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
 4.16. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5/ESL).

Grade 4

English Level 2: Unit 12-06
 English Level 2: Unit 16-04

GRADE LEVEL EXPECTATION

- 4.17. (A) TX.128.6 (4.17.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes:
 (i) Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.
 4.17. (A) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6/ESL).

Grade 4

English Level 2: Unit 09-02

GRADE LEVEL EXPECTATION

- 4.17. (B) TX.128.6 (4.17.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes:
 (i) Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.
 4.17. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6/ESL).

Grade 4

English Level 2: Unit 09-02

STUDENT EXPECTATION

- 4.17. (C) TX.128.6 (4.17.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes:
 Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use resources to find correct spellings (4-8).

Grade 4

English Level 2: Unit 09-02

GRADE LEVEL EXPECTATION

- 4.17. (D) TX.128.6 (4.17.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes:
 (i) Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.
 4.17. (D) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to spell accurately in final drafts (4-8/ESL).

Grade 4

English Level 2: Unit 09-02



STUDENT EXPECTATION 4.18. (A) TX.128.6 (4.18.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use regular and irregular plurals correctly (4-6).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-05
 English Level 1: Unit 02-02
 English Level 1: Unit 02-07
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 2: Unit 09-06
 English Level 2: Unit 16-03
 English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 4.18. (B) TX.128.6 (4.18.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5).

Grade 4

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06



English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
English Level 2: Unit 09-04
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English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
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English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01



English Level 2: Unit 12-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05

**GRADE LEVEL
EXPECTATION**

- 4.18. (C) TX.128.6 (4.18.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes:
 (i) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 4.18. (C) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8/ESL).

Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-05



English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-06
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 12-07
 English Level 2: Unit 13-03

STUDENT EXPECTATION 4.18. (D) TX.128.6 (4.18.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8).

Grade 4

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-07
 English Level 1: Unit 06-10
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-06
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-08
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 11-05
 English Level 2: Unit 11-09
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-08



English Level 2: Unit 13-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-06
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 4.18. (E) TX.128.6 (4.18.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use prepositional phrases to elaborate written ideas (4-8).

Grade 4

English Level 1: Unit 02-08
 English Level 1: Unit 04-05
 English Level 2: Unit 12-09

STUDENT EXPECTATION 4.18. (F) TX.128.6 (4.18.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use conjunctions to connect ideas meaningfully (4-5).

Grade 4

English Level 1: Unit 04-10

STUDENT EXPECTATION 4.18. (G) TX.128.6 (4.18.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8/ESL).

Grade 4

English Level 1: Unit 02-06
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 2: Unit 09-02
 English Level 2: Unit 12-07

GRADE LEVEL EXPECTATION 4.18. (H) TX.128.6 (4.18.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 (i) 4.18. (H) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to write with increasing accuracy when using objective case pronouns such as 'Dan cooked for you and me.' (4-5/ESL).

Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 02-02
 English Level 1: Unit 03-09
 English Level 1: Unit 05-11



English Level 1: Unit 06-06
English Level 2: Unit 09-07

STUDENT EXPECTATION 4.18. (I) TX.128.6 (4.18.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use verb tenses such as present, preterite, future, present perfect, past perfect, and future perfect appropriately and consistently (4-6/SLA).

Grade 4

English Level 1: Unit 01-02
English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-09
English Level 1: Unit 04-06
English Level 1: Unit 04-09
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-10
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-06
English Level 1: Unit 06-08
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-02
English Level 1: Unit 08-11
English Level 2: Unit 09-06
English Level 2: Unit 09-08
English Level 2: Unit 09-10
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-09
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-07
English Level 2: Unit 14-01
English Level 2: Unit 14-06
English Level 2: Unit 14-10
English Level 2: Unit 15-03
English Level 2: Unit 15-10
English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 4.19. (A) TX.128.6 (4.19.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8).



Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 04-10
 English Level 2: Unit 13-05
 English Level 2: Unit 15-08
 English Level 2: Unit 17-07, 17-08

STUDENT EXPECTATION 4.19. (B) TX.128.6 (4.19.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).

Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 03-01
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-06
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-05
 English Level 1: Unit 08-10
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-08
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 13-01
 English Level 2: Unit 13-10
 English Level 2: Unit 14-06
 English Level 2: Unit 15-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-01, 18-02, 18-03

STUDENT EXPECTATION 4.19. (F) TX.128.6 (4.19.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to use available technology to support aspects of creating, revising, editing, and publishing texts (4-8).

Grade 4

English Level 1: Unit 08-11
 English Level 2: Unit 10-09
 English Level 2: Unit 11-02
 English Level 2: Unit 11-05
 English Level 2: Unit 13-01
 English Level 2: Unit 14-06
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 4.19. (G) TX.128.6 (4.19.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to refine selected pieces frequently to 'publish' for general and specific audiences (4-8).

Grade 4

English Level 1: Unit 08-11
 English Level 2: Unit 11-05
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 4.19. (H) TX.128.6 (4.19.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to proofread his/her own writing and that of others (4-8).

Grade 4

English Level 1: Unit 02-03
 English Level 1: Unit 03-01

STUDENT EXPECTATION 4.20. (A) TX.128.6 (4.20.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to apply criteria to evaluate writing (4-8).

Grade 4

English Level 1: Unit 02-03
 English Level 1: Unit 03-01

STUDENT EXPECTATION 4.20. (B) TX.128.6 (4.20.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to respond in constructive ways to others' writings (4-8).

Grade 4

English Level 1: Unit 02-03
 English Level 1: Unit 03-01

STUDENT EXPECTATION 4.21. (A) TX.128.6 (4.21.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to frame questions to direct research (4-8).

Grade 4

English Level 1: Unit 01-01



English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 4.21. (B) TX.128.6 (4.21.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes:



Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 4.21. (C) TX.128.6 (4.21.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes:



Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8).

Grade 4

English Level 1: Unit 04-04

English Level 2: Unit 15-08

STUDENT EXPECTATION 4.21. (D) TX.128.6 (4.21.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8).

Grade 4

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-08

English Level 1: Unit 06-10

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-06

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-02

English Level 1: Unit 08-03

English Level 1: Unit 08-04

English Level 1: Unit 08-06

English Level 1: Unit 08-07

English Level 1: Unit 08-09

English Level 1: Unit 08-10

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 09-03



English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-06
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 4.21. (E) TX.128.6 (4.21.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to present information in various forms using available technology (4-8).

Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-04
 English Level 1: Unit 07-11



English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.21. (F) TX.128.6 (4.21.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to evaluate his/her own research and raise new questions for further investigation (4-8).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02



English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 4.22. (A) TX.128.6 (4.22.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8).

Grade 4

English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 06-11
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 11-02
 English Level 2: Unit 13-01
 English Level 2: Unit 14-06
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-01, 18-02, 18-03

STUDENT EXPECTATION 4.23. (A) TX.128.6 (4.23.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in



English.

The student is expected to describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8).

Grade 4

English Level 1: Unit 01-01
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04



English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-03
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English Level 2: Unit 11-01
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English Level 2: Unit 11-07
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-04
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English Level 2: Unit 12-06
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English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06



English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08

STUDENT EXPECTATION 4.23. (B) TX.128.6 (4.23.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8).

Grade 4

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 15-09

STUDENT EXPECTATION 4.23. (C) TX.128.6 (4.23.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use media to compare ideas and points of view (4-8).

Grade 4

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10
 English Level 2: Unit 09-01
 English Level 2: Unit 11-05
 English Level 2: Unit 13-03
 English Level 2: Unit 15-05

STUDENT EXPECTATION 4.24. (A) TX.128.6 (4.24.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5).



Grade 4

English Level 1: Unit 02-01
 English Level 1: Unit 02-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-10
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 08-10
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-09
 English Level 2: Unit 10-03
 English Level 2: Unit 11-02
 English Level 2: Unit 11-07
 English Level 2: Unit 13-03
 English Level 2: Unit 14-03
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 17-01, 17-02, 17-03

STUDENT EXPECTATION 4.24. (B) TX.128.6 (4.24.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compare and contrast print, visual, and electronic media such as film with written story (4-8).

Grade 4

English Level 1: Unit 06-08

STUDENT EXPECTATION 4.25. (A) TX.128.6 (4.25.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to select, organize, or produce visuals to complement and extend meanings (4-8).

Grade 4

English Level 1: Unit 01-01
 English Level 2: Unit 14-08

STUDENT EXPECTATION 4.25. (B) TX.128.6 (4.25.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09



English Level 1: Unit 06-01
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-09
 English Level 2: Unit 12-10
 English Level 2: Unit 14-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.26. (B) TX.128.6 (4.26.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use prior knowledge and experiences to understand meanings in English (K-8/ESL).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04



English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
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English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03



English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
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English Level 2: Unit 12-06
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English Level 2: Unit 13-01
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English Level 2: Unit 13-04
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English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
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English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08



English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.26. (D) TX.128.6 (4.26.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL).

Grade 4

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04



English Level 1: Unit 06-05
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English Level 1: Unit 06-07
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02



English Level 2: Unit 13-03
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 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.26. (E) TX.128.6 (4.26.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07



English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
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English Level 1: Unit 04-01
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English Level 1: Unit 08-07
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 15-02



English Level 2: Unit 15-03
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 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.26. (F) TX.128.6 (4.26.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to make connections across content areas and use and reuse language and concepts in different ways (K-8/ESL) and

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
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 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
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 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
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 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03



English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 05-01
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English Level 2: Unit 11-01
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10



STUDENT EXPECTATION 4.26. (G) TX.128.6 (4.26.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use accessible language and learn new and essential language in the process (K-8/ESL).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
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 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
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English Level 1: Unit 06-06
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English Level 2: Unit 12-09
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.27. (A) TX.128.6 (4.27.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes such as taking notes (4-8/ESL).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02



English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
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English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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English Level 1: Unit 07-07



English Level 1: Unit 07-08
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English Level 1: Unit 07-11
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English Level 2: Unit 13-10
English Level 2: Unit 14-01



English Level 2: Unit 14-02
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.27. (B) TX.128.6 (4.27.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
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 English Level 1: Unit 02-01
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English Level 1: Unit 02-06
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English Level 1: Unit 03-01
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08



English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
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English Level 2: Unit 10-07
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English Level 2: Unit 14-01
English Level 2: Unit 14-02
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English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03



English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
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 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
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 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.27. (C) TX.128.6 (4.27.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07



English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
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English Level 1: Unit 05-01
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English Level 1: Unit 05-11
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English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04



English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
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English Level 2: Unit 13-01
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English Level 2: Unit 14-01
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English Level 2: Unit 15-01
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English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10



English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.27. (D) TX.128.6 (4.27.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-01
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07



English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 11-10
English Level 2: Unit 12-01
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English Level 2: Unit 12-06
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 13-01
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English Level 2: Unit 13-03
English Level 2: Unit 13-04



English Level 2: Unit 13-05
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 English Level 2: Unit 14-01
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 English Level 2: Unit 15-02
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 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.27. (E) TX.128.6 (4.27.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL).

Grade 4

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 2: Unit 14-09

STUDENT EXPECTATION 4.27. (F) TX.128.6 (4.27.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to infer meaning by making associations of utterances with actions, visuals, and the context of the situation (4-8/ESL).



Grade 4

English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-08
 English Level 1: Unit 05-10
 English Level 1: Unit 06-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

STUDENT EXPECTATION 4.28. (A) TX.128.6 (4.28.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL).

Grade 4

English Level 1: Unit 01-03
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-03
 English Level 1: Unit 05-04
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 2: Unit 10-02
 English Level 2: Unit 10-08

STUDENT EXPECTATION 4.28. (B) TX.128.6 (4.28.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
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English Level 1: Unit 03-06
English Level 1: Unit 03-07
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English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
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English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
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English Level 1: Unit 05-10
English Level 1: Unit 05-11
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English Level 1: Unit 06-11
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English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05



English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 14-05
English Level 2: Unit 14-06
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English Level 2: Unit 14-09
English Level 2: Unit 14-10



English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
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 English Level 2: Unit 15-06
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 English Level 2: Unit 15-08
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 English Level 2: Unit 16-07
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 English Level 2: Unit 16-09
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.28. (C) TX.128.6 (4.28.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL).

Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
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 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-05



English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-06
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10

STUDENT EXPECTATION 4.28. (D) TX.128.6 (4.28.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (4-8/ESL).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01



English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03



English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.28. (E) TX.128.6 (4.28.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL).

Grade 4

English Level 1: Unit 04-05
English Level 1: Unit 05-10
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-04
English Level 2: Unit 09-04
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 10-02
English Level 2: Unit 10-05
English Level 2: Unit 10-10
English Level 2: Unit 13-06

STUDENT EXPECTATION 4.28. (F) TX.128.6 (4.28.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL).

Grade 4

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01



English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03



English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09



English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.28. (G) TX.128.6 (4.28.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11



English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03



English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
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 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
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 English Level 2: Unit 14-04
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 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
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 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 4.28. (H) TX.128.6 (4.28.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to describe the immediate surroundings such as classroom, school, or home (K-



8/ESL).

Grade 4

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-10
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-10
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-11
English Level 1: Unit 08-03
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-09
English Level 2: Unit 09-05
English Level 2: Unit 09-09
English Level 2: Unit 10-06
English Level 2: Unit 10-08
English Level 2: Unit 12-01
English Level 2: Unit 12-07
English Level 2: Unit 13-02
English Level 2: Unit 13-04
English Level 2: Unit 13-07
English Level 2: Unit 13-09
English Level 2: Unit 14-02
English Level 2: Unit 14-09
English Level 2: Unit 15-01
English Level 2: Unit 15-02



English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

STUDENT EXPECTATION 4.29. (C) TX.128.6 (4.29.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL).

Grade 4

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 1: Unit 08-11
 English Level 2: Unit 12-08

STUDENT EXPECTATION 4.29. (D) TX.128.6 (4.29.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to participate in shared reading (K-8/ESL).

Grade 4

English Level 1: Unit 05-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 4.29. (E) TX.128.6 (4.29.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to develop basic sight vocabulary (K-8/ESL).

Grade 4

English Level 1: Unit 03-08
 English Level 1: Unit 07-01

STUDENT EXPECTATION 4.29. (F) TX.128.6 (4.29.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL).

Grade 4

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 12-04
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 4.29. (H) TX.128.6 (4.29.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use print from the environment to derive meaning (K-8/ESL).

Grade 4



English Level 2: Unit 11-07
English Level 2: Unit 12-02

STUDENT EXPECTATION 4.29. (I) TX.128.6 (4.29.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use graphic organizers as pre-reading activities to prepare for reading text (K-8/ESL).

Grade 4

English Level 1: Unit 06-11
English Level 2: Unit 10-06

STUDENT EXPECTATION 4.29. (J) TX.128.6 (4.29.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience (4-8/ESL).

Grade 4

English Level 1: Unit 02-02
English Level 1: Unit 04-09
English Level 1: Unit 05-01
English Level 1: Unit 05-10
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 2: Unit 09-03
English Level 2: Unit 10-01
English Level 2: Unit 10-03
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-04
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 12-06
English Level 2: Unit 13-01
English Level 2: Unit 13-04
English Level 2: Unit 13-07
English Level 2: Unit 14-01
English Level 2: Unit 15-03
English Level 2: Unit 15-07
English Level 2: Unit 15-10
English Level 2: Unit 16-07
English Level 2: Unit 18-04, 18-05, 18-06

STUDENT EXPECTATION 4.29. (K) TX.128.6 (4.29.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to retell, role-play, and/or visually illustrate the order of events (4-8/ESL).

Grade 4

English Level 1: Unit 06-02
English Level 1: Unit 06-08
English Level 2: Unit 10-01
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 11-02



English Level 2: Unit 11-08
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 4.30. (A) TX.128.6 (4.30.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (4-8/ESL).

Grade 4

English Level 2: Unit 12-06
 English Level 2: Unit 16-04

STUDENT EXPECTATION 4.30. (B) TX.128.6 (4.30.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL).

Grade 4

English Level 1: Unit 01-07
 English Level 1: Unit 04-10
 English Level 2: Unit 13-05
 English Level 2: Unit 15-08
 English Level 2: Unit 17-07, 17-08

STUDENT EXPECTATION 4.30. (C) TX.128.6 (4.30.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write with more proficient use of orthographic patterns and rules such as qu together, consonant doubling, dropping final e, and changing y to i (2-8/ESL).

Grade 4

English Level 2: Unit 09-02

STUDENT EXPECTATION 4.30. (D) TX.128.6 (4.30.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2-8/ESL).

Grade 4

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11



English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 12-07
 English Level 2: Unit 13-03
 English Level 2: Unit 14-01
 English Level 2: Unit 14-10

GRADE LEVEL EXPECTATION

- 4.30. (E) TX.128.6 (4.30.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes:
 (i) Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 4.30. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
 The student is expected to demonstrate knowledge of verbs, tenses, and auxiliaries, wh- words, and pronouns/antecedents (2-8/ESL).

Grade 4

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 09-10
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-03
 English Level 2: Unit 12-04



English Level 2: Unit 12-07
 English Level 2: Unit 12-09
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 14-06
 English Level 2: Unit 14-10
 English Level 2: Unit 15-03
 English Level 2: Unit 15-10
 English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL EXPECTATION

- 4.30. (E) TX.128.6 (4.30.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes:
 (ii) Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 4.30. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
 The student is expected to demonstrate knowledge of nominative, objective, and possessive case (2-8/ESL).

Grade 4

English Level 1: Unit 02-06
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 2: Unit 12-07

GRADE LEVEL EXPECTATION

- 4.30. (E) TX.128.6 (4.30.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes:
 (iii) Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 4.30. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
 The student is expected to demonstrate knowledge of parts of speech (2-8/ESL).

Grade 4

English Level 1: Unit 01-04
 English Level 1: Unit 01-08
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 1: Unit 08-08
 English Level 2: Unit 09-07
 English Level 2: Unit 09-10
 English Level 2: Unit 12-04
 English Level 2: Unit 12-07
 English Level 2: Unit 12-09
 English Level 2: Unit 13-02

GRADE LEVEL EXPECTATION

- 4.30. (E) TX.128.6 (4.30.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes:
 (iv) Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 4.30. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
 The student is expected to demonstrate knowledge of negatives and contractions (2-8/ESL).

Grade 4

English Level 1: Unit 02-06
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10



English Level 1: Unit 05-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-10
 English Level 2: Unit 12-07

STUDENT EXPECTATION 4.30. (F) TX.128.6 (4.30.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to construct correct sentences, including a variety of sentence types and styles (2-8/ESL).

Grade 4

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
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 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07



English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
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English Level 1: Unit 08-01
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
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English Level 2: Unit 10-08
English Level 2: Unit 10-09
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English Level 2: Unit 11-01
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English Level 2: Unit 11-06
English Level 2: Unit 11-07
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English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03



English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 4.30. (G) TX.128.6 (4.30.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to combine multiple sentences into a unified sentence (2-8/ESL).

Grade 4

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06



English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 1: Unit 08-07
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English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-10
English Level 2: Unit 10-02



English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
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English Level 2: Unit 11-05
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English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 13-01
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English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-04
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-03
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 4.30. (H) TX.128.6 (4.30.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).

Grade 4

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
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 English Level 1: Unit 04-01
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English Level 1: Unit 06-09
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English Level 1: Unit 06-11
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English Level 2: Unit 13-01
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English Level 2: Unit 13-03
English Level 2: Unit 13-04



English Level 2: Unit 13-05
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 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 4.31. (A) TX.128.6 (4.31.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to describe how illustrations support written texts or tell a story (4-8/ESL).

Grade 4

English Level 1: Unit 01-01
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03



English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07



English Level 2: Unit 09-08
 English Level 2: Unit 09-09
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
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 English Level 2: Unit 11-04
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 English Level 2: Unit 11-06
 English Level 2: Unit 11-07
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
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 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
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 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08

STUDENT EXPECTATION 4.31. (B) TX.128.6 (4.31.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes:



Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to tell important events and ideas gleaned from video segments, graphic art, or technology presentations (4-8/ESL).

Grade 4

English Level 1: Unit 04-01

English Level 1: Unit 04-06

English Level 1: Unit 06-05

English Level 1: Unit 06-08

English Level 1: Unit 08-10

English Level 2: Unit 13-03

STUDENT EXPECTATION 4.31. (C) TX.128.6 (4.31.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL).

Grade 4

English Level 1: Unit 04-01

English Level 1: Unit 04-06

English Level 1: Unit 06-05

English Level 1: Unit 06-08

English Level 1: Unit 08-10

English Level 2: Unit 13-03

STUDENT EXPECTATION 4.31. (D) TX.128.6 (4.31.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to distinguish the purposes of various media forms such as information, entertainment, and persuasion (4-8/ESL).

Grade 4

English Level 1: Unit 06-08

STUDENT EXPECTATION 4.31. (E) TX.128.6 (4.31.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce visuals for his/her own messages, stories, and other kinds of communication (4-8/ESL).

Grade 4

English Level 1: Unit 01-01

English Level 2: Unit 14-08

STUDENT EXPECTATION 4.31. (F) TX.128.6 (4.31.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to explore and describe how color, shape, and line influence the message (4-8/ESL).

Grade 4

English Level 1: Unit 04-01

English Level 1: Unit 04-06



English Level 1: Unit 06-05
English Level 1: Unit 06-08
English Level 1: Unit 08-10
English Level 2: Unit 13-03

STUDENT EXPECTATION 4.31. (G) TX.128.6 (4.31.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to produce communications using technology or appropriate media (4-8/ESL).

Grade 4

English Level 2: Unit 19-09, 19-10

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 5

United States Standards - Texas TEKS Standards

STUDENT EXPECTATION 5.1. (A) TX.128.7 (5.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8).

Grade 5

English Level 1: Unit 05-11

English Level 1: Unit 08-08

STUDENT EXPECTATION 5.1. (C) TX.128.7 (5.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to understand the major ideas and supporting evidence in spoken messages (4-8).

Grade 5

English Level 1: Unit 05-11

English Level 1: Unit 08-08

STUDENT EXPECTATION 5.1. (D) TX.128.7 (5.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes: The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to distinguish and produce sounds and intonation patterns of English (K-8/ESL).

Grade 5

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-05

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-08

English Level 1: Unit 06-10



English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03



English Level 2: Unit 13-04
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.2. (A)

TX.128.7 (5.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/critical listening: The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8).

Grade 5

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 12-06



English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

STUDENT EXPECTATION 5.2. (B) TX.128.7 (5.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/critical listening: The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5).

Grade 5

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 2: Unit 13-03
 English Level 2: Unit 14-09

STUDENT EXPECTATION 5.3. (A) TX.128.7 (5.3.) - Spanish Language Arts and English as a Second Language: Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8).

Grade 5

English Level 1: Unit 05-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 5.3. (B) TX.128.7 (5.3.) - Spanish Language Arts and English as a Second Language: Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to describe how the language of literature affects the listener (4-5).

Grade 5

English Level 1: Unit 01-10
 English Level 1: Unit 05-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 5.3. (C) TX.128.7 (5.3.) - Spanish Language Arts and English as a Second Language: Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to assess how language choice and delivery affect the tone of the message (4-5).

Grade 5

English Level 1: Unit 01-10

STUDENT EXPECTATION 5.4. (A) TX.128.7 (5.4.) - Spanish Language Arts and English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8).

Grade 5

English Level 1: Unit 01-09
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 04-07
 English Level 1: Unit 06-05



English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 2: Unit 09-01
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 11-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

STUDENT EXPECTATION 5.4. (B)

TX.128.7 (5.4.) - Spanish Language Arts and English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare oral traditions across regions and cultures (4-8).

Grade 5

English Level 1: Unit 03-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 2: Unit 09-01
 English Level 2: Unit 11-05
 English Level 2: Unit 14-09
 English Level 2: Unit 15-05

STUDENT EXPECTATION 5.4. (C)

TX.128.7 (5.4.) - Spanish Language Arts and English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify how language use such as labels and sayings reflects regions and cultures (4-8).

Grade 5

English Level 1: Unit 01-10

STUDENT EXPECTATION 5.5. (A)

TX.128.7 (5.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08



English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01



English Level 1: Unit 08-02
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English Level 2: Unit 14-07
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 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.5. (B)

TX.128.7 (5.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to demonstrate effective communications skills that reflect demands such as interviewing, reporting, requesting, and providing information (4-8).

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 02-06
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07



English Level 2: Unit 09-02
 English Level 2: Unit 09-04
 English Level 2: Unit 09-05
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.5. (C) TX.128.7 (5.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8).

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-04
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08



English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.5. (D) TX.128.7 (5.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to use effective rate, volume, pitch, and tone for the audience and setting (4-8).

Grade 5

English Level 2: Unit 09-08
 English Level 2: Unit 11-01

STUDENT EXPECTATION 5.5. (E) TX.128.7 (5.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to give precise directions and instructions such as for games and tasks (4-5).

Grade 5

English Level 1: Unit 06-02
 English Level 1: Unit 07-08
 English Level 1: Unit 08-10
 English Level 2: Unit 12-06
 English Level 2: Unit 15-06

STUDENT EXPECTATION 5.5. (F) TX.128.7 (5.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

Grade 5

English Level 1: Unit 07-01
 English Level 2: Unit 12-02
 English Level 2: Unit 18-01, 18-02, 18-03

STUDENT EXPECTATION 5.5. (G) TX.128.7 (5.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to employ English content area vocabulary in context (K-8/ESL).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-03
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07



English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-01
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-04
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-09
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-07
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-09
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-07
English Level 2: Unit 12-03
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07



English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.6. (A) TX.128.7 (5.6.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8).

Grade 5

English Level 1: Unit 04-08
 English Level 1: Unit 07-01
 English Level 2: Unit 12-04
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10

GRADE LEVEL EXPECTATION 5.6. (B) (i) TX.128.7 (5.6.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 5.6. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, and in-, and suffixes such as -ness, -tion, and -able (4-6/ESL).

Grade 5

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 12-04
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 5.6. (C) TX.128.7 (5.6.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word identification strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

Grade 5

English Level 1: Unit 02-09
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 5.7. (A) TX.128.7 (5.7.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5).

Grade 5

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03



English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06

STUDENT EXPECTATION 5.7. (B)

TX.128.7 (5.7.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader. a 'typical' 5th grader reads approximately 100 wpm) (5).

Grade 5

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06

STUDENT EXPECTATION 5.7. (C)

TX.128.7 (5.7.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to demonstrate characteristics of fluent and effective reading (4-6).

Grade 5

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02



English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06

STUDENT EXPECTATION 5.7. (D) TX.128.7 (5.7.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to adjust reading rate based on purposes for reading (4-8).

Grade 5

English Level 1: Unit 06-11
 English Level 2: Unit 10-06

STUDENT EXPECTATION 5.7. (E) TX.128.7 (5.7.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8).

Grade 5

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06

STUDENT EXPECTATION 5.8. (B) TX.128.7 (5.8.) - Spanish Language Arts and English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second



language learner at his/her level of proficiency in English.

The student is expected to select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5).

Grade 5

English Level 1: Unit 01-05

English Level 1: Unit 01-10

English Level 1: Unit 03-08

English Level 1: Unit 04-01

English Level 1: Unit 04-08

English Level 1: Unit 06-08

English Level 1: Unit 06-11

English Level 2: Unit 09-02

English Level 2: Unit 09-10

English Level 2: Unit 11-03

English Level 2: Unit 11-08

English Level 2: Unit 14-09

STUDENT EXPECTATION 5.8. (C)

TX.128.7 (5.8.) - Spanish Language Arts and English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).

Grade 5

English Level 1: Unit 06-11

English Level 2: Unit 10-06

STUDENT EXPECTATION 5.9. (A)

TX.128.7 (5.9.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop vocabulary by listening to selections read aloud (4-8).

Grade 5

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01



English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07



English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08



English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.9. (B) TX.128.7 (5.9.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5).

Grade 5

English Level 1: Unit 04-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.9. (C) TX.128.7 (5.9.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use multiple reference aids, including a thesaurus, synonym finder, dictionary, and software, to clarify meanings and usage (4-8).

Grade 5

English Level 1: Unit 02-09
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXPECTATION 5.9. (D) (i) TX.128.7 (5.9.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.
 5.9. (D) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un- (4-8/ESL).

Grade 5

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.9. (E) TX.128.7 (5.9.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to study word meanings systematically such as across curricular content areas and through current events (4-8).

Grade 5

English Level 1: Unit 02-09
 English Level 1: Unit 03-08
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 2: Unit 10-08
 English Level 2: Unit 10-10
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 16-04
 English Level 2: Unit 19-06, 19-07, 19-08



STUDENT EXPECTATION 5.10. (A) TX.128.7 (5.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use his/her own knowledge and experience to comprehend (4-8).

Grade 5

English Level 1: Unit 08-11

STUDENT EXPECTATION 5.10. (B) TX.128.7 (5.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8).

Grade 5

English Level 1: Unit 06-11

English Level 2: Unit 10-06

English Level 2: Unit 12-08

STUDENT EXPECTATION 5.10. (D) TX.128.7 (5.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to describe mental images that text descriptions evoke (4-8).

Grade 5

English Level 1: Unit 08-11

English Level 2: Unit 11-08

STUDENT EXPECTATION 5.10. (E) TX.128.7 (5.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).

Grade 5

English Level 1: Unit 06-02

English Level 1: Unit 06-08

English Level 2: Unit 10-01

English Level 2: Unit 10-04

English Level 2: Unit 10-05

English Level 2: Unit 11-02

English Level 2: Unit 12-02

English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 5.10. (F) TX.128.7 (5.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details (4-8).

Grade 5

English Level 1: Unit 06-08

English Level 2: Unit 09-02

English Level 2: Unit 11-08

STUDENT EXPECTATION 5.10. (G) TX.128.7 (5.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to paraphrase and summarize text to recall, inform, or organize ideas (4-8).

Grade 5

English Level 1: Unit 08-11

English Level 2: Unit 11-08

English Level 2: Unit 12-08



STUDENT EXPECTATION 5.10. (H) TX.128.7 (5.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).

Grade 5

English Level 2: Unit 09-02

STUDENT EXPECTATION 5.10. (I) TX.128.7 (5.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to find similarities and differences across texts such as in treatment, scope, or organization (4-8).

Grade 5

English Level 1: Unit 05-02

English Level 1: Unit 05-11

English Level 2: Unit 09-01

English Level 2: Unit 12-08

STUDENT EXPECTATION 5.10. (J) TX.128.7 (5.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to distinguish fact and opinion in various texts (4-8).

Grade 5

English Level 2: Unit 12-09

STUDENT EXPECTATION 5.10. (K) TX.128.7 (5.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer (4-8).

Grade 5

English Level 1: Unit 01-10

English Level 2: Unit 11-08

STUDENT EXPECTATION 5.10. (L) TX.128.7 (5.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

Grade 5

English Level 1: Unit 01-02

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-04

English Level 1: Unit 03-06

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 05-04

English Level 1: Unit 05-06

English Level 1: Unit 05-09

English Level 1: Unit 06-03

English Level 1: Unit 08-01



English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 5.11. (A) TX.128.7 (5.11.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8).

Grade 5

English Level 1: Unit 05-02
 English Level 2: Unit 11-08

STUDENT EXPECTATION 5.11. (B) TX.128.7 (5.11.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8).

Grade 5

English Level 1: Unit 04-04
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 06-06
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07
 English Level 1: Unit 08-11
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-06
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 5.11. (C) TX.128.7 (5.11.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to support responses by referring to relevant aspects of text and his/her own experiences (4-8).

Grade 5

English Level 2: Unit 09-02
 English Level 2: Unit 11-08

STUDENT EXPECTATION 5.11. (D) TX.128.7 (5.11.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to connect, compare, and contrast ideas, themes, and issues across text (4-8).

Grade 5

English Level 1: Unit 05-11
 English Level 2: Unit 09-01
 English Level 2: Unit 12-08

STUDENT EXPECTATION 5.12. (A) TX.128.7 (5.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to judge the internal consistency or logic of stories and texts such as 'Would this character do this?'. 'Does this make sense here ?' (4-5).

Grade 5

English Level 1: Unit 05-02

STUDENT EXPECTATION 5.12. (C) TX.128.7 (5.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).

Grade 5

English Level 1: Unit 05-02
 English Level 1: Unit 06-11
 English Level 2: Unit 10-06

STUDENT EXPECTATION 5.12. (D) TX.128.7 (5.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8).

Grade 5

English Level 1: Unit 03-08
 English Level 1: Unit 06-11
 English Level 2: Unit 10-07
 English Level 2: Unit 14-09

STUDENT EXPECTATION 5.12. (E) TX.128.7 (5.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8).

Grade 5



English Level 1: Unit 05-11
English Level 2: Unit 09-01

STUDENT EXPECTATION 5.12. (H) TX.128.7 (5.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).

Grade 5

English Level 1: Unit 05-02
English Level 1: Unit 05-11
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 14-05
English Level 2: Unit 15-01

STUDENT EXPECTATION 5.12. (I) TX.128.7 (5.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to recognize and analyze story plot, setting, and problem resolution (4-8).

Grade 5

English Level 1: Unit 05-02
English Level 1: Unit 06-02

STUDENT EXPECTATION 5.13. (A) TX.128.7 (5.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to form and revise questions for investigations, including questions arising from interest and units of study (4-5).

Grade 5

English Level 1: Unit 01-01
English Level 1: Unit 01-03
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09



English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.13. (B) TX.128.7 (5.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07



English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.13. (C) TX.128.7 (5.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03



English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-04
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
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 English Level 2: Unit 14-07
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 English Level 2: Unit 15-02
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 English Level 2: Unit 16-02
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.13. (D) TX.128.7 (5.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions (4-5).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10



English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
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 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
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 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.13. (E) TX.128.7 (5.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8).



Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
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 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
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 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
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 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 10-09
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 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04



English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.13. (F) TX.128.7 (5.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to produce research projects and reports in effective formats using visuals to support meaning as appropriate (4-5).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-08



English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-05
English Level 2: Unit 09-09
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-02
English Level 2: Unit 11-07
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-04
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-08
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06



English Level 2: Unit 18-07, 18-08, 18-09

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.13. (G) TX.128.7 (5.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw conclusions from information gathered from multiple sources (4-8).

Grade 5

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-02

English Level 1: Unit 08-04

English Level 1: Unit 08-06

English Level 1: Unit 08-09

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 09-03

English Level 2: Unit 10-03

English Level 2: Unit 10-04

English Level 2: Unit 10-07

English Level 2: Unit 11-02

English Level 2: Unit 11-03

English Level 2: Unit 11-04

English Level 2: Unit 11-05

English Level 2: Unit 11-10

English Level 2: Unit 12-08

English Level 2: Unit 12-10

English Level 2: Unit 14-04

English Level 2: Unit 14-07

English Level 2: Unit 14-08

English Level 2: Unit 15-02

English Level 2: Unit 15-04

English Level 2: Unit 15-10

English Level 2: Unit 16-04



English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.14. (A) TX.128.7 (5.14.) - Spanish Language Arts and English as a Second Language: Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compare text events with his/her own and other readers' experiences (4-8).

Grade 5

English Level 2: Unit 15-01

STUDENT EXPECTATION 5.14. (C) TX.128.7 (5.14.) - Spanish Language Arts and English as a Second Language: Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to articulate and discuss themes and connections that cross cultures (4-8).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09



English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01



English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09



English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.15. (A) TX.128.7 (5.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8).

Grade 5

English Level 1: Unit 05-07
 English Level 2: Unit 09-03
 English Level 2: Unit 11-10
 English Level 2: Unit 13-01
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10

STUDENT EXPECTATION 5.15. (B) TX.128.7 (5.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to influence such as to persuade, argue, and request (4-8).

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 05-07
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10

STUDENT EXPECTATION 5.15. (C) TX.128.7 (5.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to inform such as to explain, describe, report, and narrate (4-8).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-07
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-04
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02



English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-06
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 11-02
 English Level 2: Unit 11-06
 English Level 2: Unit 11-09
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-07
 English Level 2: Unit 12-10
 English Level 2: Unit 14-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09

STUDENT EXPECTATION 5.15. (D) TX.128.7 (5.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to entertain such as to compose humorous poems or short stories (4-8).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-04
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-04
 English Level 1: Unit 06-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01



English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09

STUDENT EXPECTATION 5.15. (E) TX.128.7 (5.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to exhibit an identifiable voice in personal narratives and in stories (4-5).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-10
 English Level 1: Unit 05-08
 English Level 1: Unit 06-01
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-05
 English Level 2: Unit 12-04
 English Level 2: Unit 12-06



English Level 2: Unit 12-07
 English Level 2: Unit 13-07
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 15-03
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10

STUDENT EXPECTATION 5.15. (F) TX.128.7 (5.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions (4-5).

Grade 5

English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-07
 English Level 1: Unit 04-04
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 08-03
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-06
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10



English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.15. (G) TX.128.7 (5.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use literary devices effectively such as suspense, dialogue, and figurative language (5-8).

Grade 5

English Level 1: Unit 02-03
 English Level 2: Unit 09-04
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-06
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10

GRADE LEVEL EXPECTATION 5.16. (B) (i) TX.128.7 (5.16.) - Spanish Language Arts and English as a Second Language: Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language, including capitalization, punctuation, and penmanship, to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
 5.16. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5/ESL).

Grade 5

English Level 2: Unit 12-06
 English Level 2: Unit 16-04

GRADE LEVEL EXPECTATION 5.17. (A) (i) TX.128.7 (5.17.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.
 5.17. (A) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns (3-6/ESL).

Grade 5

English Level 2: Unit 09-02

GRADE LEVEL EXPECTATION 5.17. (B) (i) TX.128.7 (5.17.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.
 5.17. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:



The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6/ESL).

Grade 5

English Level 2: Unit 09-02

STUDENT EXPECTATION 5.17. (C) TX.128.7 (5.17.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use resources to find correct spellings (4-8).

Grade 5

English Level 2: Unit 09-02

GRADE LEVEL EXPECTATION 5.17. (D) TX.128.7 (5.17.) - Spanish Language Arts and English as a Second Language: Writing/spelling. The student spells proficiently. The following expectations apply to the second language learner at his/her level of proficiency in English.
5.17. (D) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
The student is expected to spell accurately in final drafts (4-8/ESL).

Grade 5

English Level 2: Unit 09-02

STUDENT EXPECTATION 5.18. (A) TX.128.7 (5.18.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use regular and irregular plurals correctly (4-6).

Grade 5

English Level 1: Unit 01-01
English Level 1: Unit 01-05
English Level 1: Unit 02-02
English Level 1: Unit 02-07
English Level 1: Unit 02-10
English Level 1: Unit 03-09
English Level 2: Unit 09-06
English Level 2: Unit 16-03
English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 5.18. (B) TX.128.7 (5.18.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5).

Grade 5

English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02



English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06



English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-03
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10



English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXPECTATION

5.18. (C) TX.128.7 (5.18.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 5.18. (C) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8/ESL).

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-06
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 12-07
 English Level 2: Unit 13-03

STUDENT EXPECTATION

5.18. (D) TX.128.7 (5.18.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8).

Grade 5

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-07
 English Level 1: Unit 06-10
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03



English Level 1: Unit 07-06
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-08
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 11-05
 English Level 2: Unit 11-09
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-06
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 5.18. (E) TX.128.7 (5.18.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use prepositional phrases to elaborate written ideas (4-8).

Grade 5

English Level 1: Unit 02-08
 English Level 1: Unit 04-05
 English Level 2: Unit 12-09

STUDENT EXPECTATION 5.18. (F) TX.128.7 (5.18.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use conjunctions to connect ideas meaningfully (4-5).

Grade 5

English Level 1: Unit 04-10

STUDENT EXPECTATION 5.18. (G) TX.128.7 (5.18.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8/ESL).

Grade 5

English Level 1: Unit 02-06
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05



English Level 2: Unit 09-02
English Level 2: Unit 12-07

GRADE LEVEL EXPECTATION

- 5.18. (H) TX.128.7 (5.18.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 5.18. (H) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
- The student is expected to write with increasing accuracy when using objective case pronouns such as 'Can you ride with my mom and me?' (4-5/ESL).

Grade 5

English Level 1: Unit 01-07
English Level 1: Unit 02-02
English Level 1: Unit 02-06
English Level 1: Unit 03-09
English Level 1: Unit 04-05
English Level 1: Unit 04-10
English Level 1: Unit 05-05
English Level 1: Unit 05-11
English Level 1: Unit 06-06
English Level 2: Unit 09-07
English Level 2: Unit 12-07

STUDENT EXPECTATION 5.18. (I)

- TX.128.7 (5.18.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to use verb tenses such as present, preterite, future, present perfect, past perfect, and future perfect appropriately and consistently (4-6/SLA).

Grade 5

English Level 1: Unit 01-02
English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-09
English Level 1: Unit 04-06
English Level 1: Unit 04-09
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-10
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-06
English Level 1: Unit 06-08
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-02
English Level 1: Unit 08-11
English Level 2: Unit 09-06
English Level 2: Unit 09-08
English Level 2: Unit 09-10
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 12-03
English Level 2: Unit 12-04



English Level 2: Unit 12-09
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 14-06
 English Level 2: Unit 14-10
 English Level 2: Unit 15-03
 English Level 2: Unit 15-10
 English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 5.19. (A) TX.128.7 (5.19.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8).

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 04-10
 English Level 2: Unit 13-05
 English Level 2: Unit 15-08
 English Level 2: Unit 17-07, 17-08

STUDENT EXPECTATION 5.19. (B) TX.128.7 (5.19.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 03-01
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-06
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-05
 English Level 1: Unit 08-10
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-08
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08



English Level 2: Unit 11-09
 English Level 2: Unit 13-01
 English Level 2: Unit 13-10
 English Level 2: Unit 14-06
 English Level 2: Unit 15-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-01, 18-02, 18-03

STUDENT EXPECTATION 5.19. (F) TX.128.7 (5.19.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use available technology to support aspects of creating, revising, editing, and publishing texts (4-8).

Grade 5

English Level 1: Unit 08-11
 English Level 2: Unit 10-09
 English Level 2: Unit 11-02
 English Level 2: Unit 11-05
 English Level 2: Unit 13-01
 English Level 2: Unit 14-06
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.19. (G) TX.128.7 (5.19.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to refine selected pieces frequently to 'publish' for general and specific audiences (4-8).

Grade 5

English Level 1: Unit 08-11
 English Level 2: Unit 11-05
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.19. (H) TX.128.7 (5.19.) - Spanish Language Arts and English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to proofread his/her own writing and that of others (4-8).

Grade 5

English Level 1: Unit 02-03
 English Level 1: Unit 03-01

STUDENT EXPECTATION 5.20. (A) TX.128.7 (5.20.) - Spanish Language Arts and English as a Second Language: Writing/evaluation. The student evaluates his/her own writing and the writing of others. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to apply criteria to evaluate writing (4-8)

Grade 5

English Level 1: Unit 02-03
 English Level 1: Unit 03-01

STUDENT EXPECTATION 5.20. (B) TX.128.7 (5.20.) - Spanish Language Arts and English as a Second Language: Writing/evaluation. The student evaluates his/her own writing and the writing of others. The following expectations apply to the second



language learner at his/her level of proficiency in English.

The student is expected to respond in constructive ways to others' writings (4-8).

Grade 5

English Level 1: Unit 02-03

English Level 1: Unit 03-01

STUDENT EXPECTATION 5.21. (A) TX.128.7 (5.21.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to frame questions to direct research (4-8).

Grade 5

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-02

English Level 1: Unit 08-04

English Level 1: Unit 08-06

English Level 1: Unit 08-09

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 09-03

English Level 2: Unit 10-03

English Level 2: Unit 10-04

English Level 2: Unit 10-07

English Level 2: Unit 11-02

English Level 2: Unit 11-03

English Level 2: Unit 11-04

English Level 2: Unit 11-05

English Level 2: Unit 11-10

English Level 2: Unit 12-08

English Level 2: Unit 12-10

English Level 2: Unit 14-04

English Level 2: Unit 14-07

English Level 2: Unit 14-08

English Level 2: Unit 15-02



English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.21. (B) TX.128.7 (5.21.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07



English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 5.21. (C) TX.128.7 (5.21.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches (4-8).

Grade 5

English Level 1: Unit 04-04
 English Level 2: Unit 15-08

STUDENT EXPECTATION 5.21. (D) TX.128.7 (5.21.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05



English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-06
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.21. (E) TX.128.7 (5.21.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to present information in various forms using available technology (4-8).

Grade 5

English Level 1: Unit 01-01



English Level 1: Unit 01-02
 English Level 1: Unit 01-05
 English Level 1: Unit 02-05
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-09
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 06-01
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 2: Unit 09-02
 English Level 2: Unit 09-04
 English Level 2: Unit 09-08
 English Level 2: Unit 10-03
 English Level 2: Unit 10-06
 English Level 2: Unit 10-09
 English Level 2: Unit 11-05
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-06
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.21. (F)

TX.128.7 (5.21.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second



language learner at his/her level of proficiency in English.

The student is expected to evaluate his/her own research and raise new questions for further investigation (4-8).

Grade 5

English Level 1: Unit 01-01
English Level 1: Unit 01-03
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09



English Level 2: Unit 18-10, 19-01, 19-02

English Level 2: Unit 19-03, 19-04, 19-05

English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 5.22. (A) TX.128.7 (5.22.) - Spanish Language Arts and English as a Second Language: Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8).

Grade 5

English Level 1: Unit 02-10

English Level 1: Unit 04-02

English Level 1: Unit 04-09

English Level 1: Unit 05-06

English Level 1: Unit 06-11

English Level 1: Unit 07-06

English Level 1: Unit 07-10

English Level 2: Unit 11-02

English Level 2: Unit 13-01

English Level 2: Unit 14-06

English Level 2: Unit 15-09

English Level 2: Unit 17-01, 17-02, 17-03

English Level 2: Unit 17-04, 17-05, 17-06

English Level 2: Unit 18-01, 18-02, 18-03

STUDENT EXPECTATION 5.23. (A) TX.128.7 (5.23.) - Spanish Language Arts and English as a Second Language: Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8).

Grade 5

English Level 1: Unit 01-01

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05



English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 1: Unit 05-05
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English Level 1: Unit 05-11
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English Level 1: Unit 08-11
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English Level 2: Unit 10-04
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English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01



English Level 2: Unit 11-02
 English Level 2: Unit 11-03
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 English Level 2: Unit 11-06
 English Level 2: Unit 11-07
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
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 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08

STUDENT EXPECTATION 5.23. (B)

TX.128.7 (5.23.) - Spanish Language Arts and English as a Second Language:

Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology presentations (4-8).

Grade 5

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10



English Level 2: Unit 13-03
English Level 2: Unit 15-09

STUDENT EXPECTATION 5.23. (C) TX.128.7 (5.23.) - Spanish Language Arts and English as a Second Language: Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use media to compare ideas and points of view (4-8).

Grade 5

English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-11
English Level 1: Unit 07-05
English Level 1: Unit 08-07
English Level 1: Unit 08-10
English Level 2: Unit 09-01
English Level 2: Unit 11-05
English Level 2: Unit 13-03
English Level 2: Unit 15-05

STUDENT EXPECTATION 5.24. (A) TX.128.7 (5.24.) - Spanish Language Arts and English as a Second Language: Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5).

Grade 5

English Level 1: Unit 02-01
English Level 1: Unit 02-09
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-06
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-10
English Level 1: Unit 06-05
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-06
English Level 1: Unit 08-10
English Level 2: Unit 09-03
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-09
English Level 2: Unit 10-03
English Level 2: Unit 11-02
English Level 2: Unit 11-07
English Level 2: Unit 13-03
English Level 2: Unit 14-03
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 17-01, 17-02, 17-03

STUDENT EXPECTATION 5.24. (B) TX.128.7 (5.24.) - Spanish Language Arts and English as a Second Language: Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare and contrast print, visual, and electronic media such as film with written story (4-8).



Grade 5

English Level 1: Unit 06-08

- STUDENT EXPECTATION 5.25. (A) TX.128.7 (5.25.) - Spanish Language Arts and English as a Second Language: Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to select, organize, or produce visuals to complement and extend meanings (4-8).

Grade 5

English Level 1: Unit 01-01

English Level 2: Unit 14-08

- STUDENT EXPECTATION 5.25. (B) TX.128.7 (5.25.) - Spanish Language Arts and English as a Second Language: Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).

Grade 5

English Level 1: Unit 01-01

English Level 1: Unit 02-05

English Level 1: Unit 03-02

English Level 1: Unit 03-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-01

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-04

English Level 1: Unit 08-09

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 10-03

English Level 2: Unit 10-09

English Level 2: Unit 12-10

English Level 2: Unit 14-03

English Level 2: Unit 15-04

English Level 2: Unit 15-10

English Level 2: Unit 16-04

English Level 2: Unit 17-04, 17-05, 17-06

English Level 2: Unit 17-09, 17-10

English Level 2: Unit 18-07, 18-08, 18-09

English Level 2: Unit 19-09, 19-10

- STUDENT EXPECTATION 5.26. (B) TX.128.7 (5.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to use prior knowledge and experiences to understand meanings in English (K-8/ESL).

Grade 5

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04



English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-10
English Level 1: Unit 05-02
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English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-04
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-06



English Level 1: Unit 08-07
English Level 1: Unit 08-08
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 10-01
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English Level 2: Unit 11-01
English Level 2: Unit 11-02
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English Level 2: Unit 12-01
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English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02



English Level 2: Unit 15-03
 English Level 2: Unit 15-04
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 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.26. (D) TX.128.7 (5.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
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 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
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 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
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 English Level 1: Unit 03-07



English Level 1: Unit 03-08
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English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10



English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.26. (E) TX.128.7 (5.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-08
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11



English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-11
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English Level 2: Unit 11-08
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English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03



English Level 2: Unit 12-04
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 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
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 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.26. (F) TX.128.7 (5.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to make connections across content areas and use and reuse language and concepts in different ways (K-8/ESL) and



Grade 5

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
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English Level 1: Unit 03-06
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English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03



English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
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English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 11-01
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English Level 2: Unit 12-01
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English Level 2: Unit 14-01
English Level 2: Unit 14-02
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English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02



English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.26. (G) TX.128.7 (5.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use accessible language and learn new and essential language in the process (K-8/ESL).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08



English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
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English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
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English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 09-06
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English Level 2: Unit 09-09
English Level 2: Unit 09-10



English Level 2: Unit 10-01
English Level 2: Unit 10-02
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
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English Level 2: Unit 12-01
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English Level 2: Unit 13-10
English Level 2: Unit 14-01
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English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06



English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.27. (A) TX.128.7 (5.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes such as taking notes (4-8/ESL).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
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 English Level 1: Unit 04-09
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 English Level 1: Unit 05-01



English Level 1: Unit 05-02
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English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.27. (B) TX.128.7 (5.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL).

Grade 5

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 02-06
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English Level 1: Unit 03-01
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English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02



English Level 1: Unit 06-03
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English Level 2: Unit 12-01
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English Level 2: Unit 12-06
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 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.27. (C) TX.128.7 (5.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).



Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
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 English Level 1: Unit 07-04



English Level 1: Unit 07-05
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English Level 2: Unit 14-01
English Level 2: Unit 14-02



English Level 2: Unit 14-03
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.27. (D) TX.128.7 (5.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03



English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
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English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02



English Level 2: Unit 10-03
English Level 2: Unit 10-04
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English Level 2: Unit 10-09
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.27. (E) TX.128.7 (5.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL).

Grade 5

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 2: Unit 14-09

STUDENT EXPECTATION 5.27. (F) TX.128.7 (5.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to infer meaning by making associations of utterances with actions, visuals, and the context of the situation (4-8/ESL).

Grade 5

English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-08
 English Level 1: Unit 05-10
 English Level 1: Unit 06-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

STUDENT EXPECTATION 5.28. (A) TX.128.7 (5.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL).

Grade 5

English Level 1: Unit 01-03
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-03



English Level 1: Unit 05-04
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 2: Unit 10-02
 English Level 2: Unit 10-08

STUDENT EXPECTATION 5.28. (B) TX.128.7 (5.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
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English Level 1: Unit 05-11
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 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.28. (C) TX.128.7 (5.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL).

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-05
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-06
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10

STUDENT EXPECTATION 5.28. (D) TX.128.7 (5.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (4-8/ESL).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03



English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06



English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
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English Level 2: Unit 12-08
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
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English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01



English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.28. (E) TX.128.7 (5.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL).

Grade 5

English Level 1: Unit 04-05
 English Level 1: Unit 05-10
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 2: Unit 09-04
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 10-02
 English Level 2: Unit 10-05
 English Level 2: Unit 10-10
 English Level 2: Unit 13-06

STUDENT EXPECTATION 5.28. (F) TX.128.7 (5.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03



English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07



English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01



English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.28. (G) TX.128.7 (5.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05



English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05



English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
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English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01



English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10

STUDENT EXPECTATION 5.28. (H) TX.128.7 (5.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to describe the immediate surroundings such as classroom, school, or home (K-8/ESL).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-10
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08



English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-06
 English Level 2: Unit 10-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-07
 English Level 2: Unit 13-02
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 13-09
 English Level 2: Unit 14-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02

STUDENT EXPECTATION 5.29. (C) TX.128.7 (5.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL).

Grade 5

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 1: Unit 08-11
 English Level 2: Unit 12-08

STUDENT EXPECTATION 5.29. (D) TX.128.7 (5.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to participate in shared reading (K-8/ESL).

Grade 5

English Level 1: Unit 05-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 5.29. (E) TX.128.7 (5.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to develop basic sight vocabulary (K-8/ESL).

Grade 5

English Level 1: Unit 03-08

English Level 1: Unit 07-01

- STUDENT EXPECTATION 5.29. (F) TX.128.7 (5.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL).

Grade 5

English Level 1: Unit 03-08

English Level 1: Unit 07-01

English Level 2: Unit 12-04

English Level 2: Unit 17-01, 17-02, 17-03

English Level 2: Unit 17-04, 17-05, 17-06

- STUDENT EXPECTATION 5.29. (H) TX.128.7 (5.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to use print from the environment to derive meaning (K-8/ESL).

Grade 5

English Level 2: Unit 11-07

English Level 2: Unit 12-02

- STUDENT EXPECTATION 5.29. (I) TX.128.7 (5.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to use graphic organizers as pre-reading activities to prepare for reading text (K-8/ESL).

Grade 5

English Level 1: Unit 06-11

English Level 2: Unit 10-06

- STUDENT EXPECTATION 5.29. (J) TX.128.7 (5.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience (4-8/ESL).

Grade 5

English Level 1: Unit 02-02

English Level 1: Unit 04-09

English Level 1: Unit 05-01

English Level 1: Unit 05-10

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 2: Unit 09-03

English Level 2: Unit 10-01

English Level 2: Unit 10-03

English Level 2: Unit 10-05

English Level 2: Unit 10-06

English Level 2: Unit 10-07

English Level 2: Unit 10-08

English Level 2: Unit 11-01



English Level 2: Unit 11-02
 English Level 2: Unit 11-04
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06

STUDENT EXPECTATION 5.29. (K) TX.128.7 (5.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to retell, role-play, and/or visually illustrate the order of events (4-8/ESL).

Grade 5

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 5.30. (A) TX.128.7 (5.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (4-8/ESL).

Grade 5

English Level 2: Unit 12-06
 English Level 2: Unit 16-04

STUDENT EXPECTATION 5.30. (B) TX.128.7 (5.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL).

Grade 5

English Level 1: Unit 01-07
 English Level 1: Unit 04-10
 English Level 2: Unit 13-05
 English Level 2: Unit 15-08
 English Level 2: Unit 17-07, 17-08

STUDENT EXPECTATION 5.30. (C) TX.128.7 (5.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write with more proficient use of orthographic patterns and rules such as qu together, consonant doubling, dropping final e, and changing y to i (2-8/ESL).



Grade 5

English Level 2: Unit 09-02

STUDENT EXPECTATION 5.30. (D) TX.128.7 (5.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2-8/ESL).

Grade 5

English Level 1: Unit 01-02

English Level 1: Unit 01-07

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-09

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-11

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 06-06

English Level 1: Unit 06-08

English Level 1: Unit 07-02

English Level 1: Unit 07-10

English Level 1: Unit 07-11

English Level 1: Unit 08-02

English Level 1: Unit 08-11

English Level 2: Unit 09-05

English Level 2: Unit 09-06

English Level 2: Unit 09-07

English Level 2: Unit 09-08

English Level 2: Unit 10-05

English Level 2: Unit 11-02

English Level 2: Unit 11-08

English Level 2: Unit 12-07

English Level 2: Unit 13-03

English Level 2: Unit 14-01

English Level 2: Unit 14-10

GRADE LEVEL
EXPECTATION

5.30. (E) TX.128.7 (5.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

5.30. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:

The student is expected to demonstrate knowledge of verbs, tenses, and auxiliaries, wh- words, and pronouns/antecedents (2-8/ESL).

Grade 5

English Level 1: Unit 01-02

English Level 1: Unit 01-07

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-09

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-09

English Level 1: Unit 04-10



English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 09-10
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-03
 English Level 2: Unit 12-04
 English Level 2: Unit 12-07
 English Level 2: Unit 12-09
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 14-06
 English Level 2: Unit 14-10
 English Level 2: Unit 15-03
 English Level 2: Unit 15-10
 English Level 2: Unit 17-04, 17-05, 17-06

GRADE LEVEL
EXPECTATION

- 5.30. (E) (ii) TX.128.7 (5.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 5.30. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
- The student is expected to demonstrate knowledge of nominative, objective, and possessive case (2-8/ESL).

Grade 5

English Level 1: Unit 02-06
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 2: Unit 12-07

GRADE LEVEL
EXPECTATION

- 5.30. (E) (iii) TX.128.7 (5.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 5.30. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
- The student is expected to demonstrate knowledge of parts of speech (2-8/ESL).



Grade 5

English Level 1: Unit 01-04
 English Level 1: Unit 01-08
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 1: Unit 08-08
 English Level 2: Unit 09-07
 English Level 2: Unit 09-10
 English Level 2: Unit 12-04
 English Level 2: Unit 12-07
 English Level 2: Unit 12-09
 English Level 2: Unit 13-02

GRADE LEVEL EXPECTATION

5.30. (E) TX.128.7 (5.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 5.30. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:

The student is expected to demonstrate knowledge of negatives and contractions (2-8/ESL).

Grade 5

English Level 1: Unit 02-06
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-10
 English Level 2: Unit 12-07

STUDENT EXPECTATION

5.30. (F) TX.128.7 (5.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to construct correct sentences, including a variety of sentence types and styles (2-8/ESL).

Grade 5

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09



English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 2: Unit 10-02
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English Level 2: Unit 10-06
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English Level 2: Unit 11-01
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English Level 2: Unit 14-01
English Level 2: Unit 14-02
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English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-03
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05



STUDENT EXPECTATION 5.30. (G) TX.128.7 (5.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to combine multiple sentences into a unified sentence (2-8/ESL).

Grade 5

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
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 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
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 English Level 1: Unit 05-01
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 English Level 1: Unit 05-11
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 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03



English Level 1: Unit 07-04
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English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
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English Level 2: Unit 12-01
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
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English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01



English Level 2: Unit 14-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
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 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 5.30. (H) TX.128.7 (5.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).

Grade 5

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10



English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-04
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English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-03
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05



STUDENT EXPECTATION 5.31. (A) TX.128.7 (5.31.) - Spanish Language Arts and English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to describe how illustrations support written texts or tell a story (4-8/ESL).

Grade 5

English Level 1: Unit 01-01
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01



English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03



English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08

STUDENT EXPECTATION 5.31. (B) TX.128.7 (5.31.) - Spanish Language Arts and English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to tell important events and ideas gleaned from video segments, graphic art, or technology presentations (4-8/ESL).

Grade 5

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03

STUDENT EXPECTATION 5.31. (C) TX.128.7 (5.31.) - Spanish Language Arts and English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to respond to media such as film print and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL).

Grade 5

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03

STUDENT EXPECTATION 5.31. (D) TX.128.7 (5.31.) - Spanish Language Arts and English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to distinguish the purposes of various media forms such as information, entertainment, and persuasion (4-8/ESL).



Grade 5

English Level 1: Unit 06-08

- STUDENT EXPECTATION 5.31. (E) TX.128.7 (5.31.) - Spanish Language Arts and English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to produce visuals for his/her own messages, stories, and other kinds of communication (4-8/ESL).

Grade 5

English Level 1: Unit 01-01

English Level 2: Unit 14-08

- STUDENT EXPECTATION 5.31. (F) TX.128.7 (5.31.) - Spanish Language Arts and English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to explore and describe how color, shape, and line influence the message (4-8/ESL).

Grade 5

English Level 1: Unit 04-01

English Level 1: Unit 04-06

English Level 1: Unit 06-05

English Level 1: Unit 06-08

English Level 1: Unit 08-10

English Level 2: Unit 13-03

- STUDENT EXPECTATION 5.31. (G) TX.128.7 (5.31.) - Spanish Language Arts and English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to produce communications using technology or appropriate media (4-8/ESL).

Grade 5

English Level 2: Unit 19-09, 19-10



Rosetta Stone Version 2 - English Master

English Language Learners

Grade 6

United States Standards - Texas TEKS Standards

STUDENT EXPECTATION 6.1. (A) TX.128.22 (6.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8).

Grade 6

English Level 1: Unit 05-11
English Level 1: Unit 08-08
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 04-09
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-02
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02

STUDENT EXPECTATION 6.1. (C) TX.128.22 (6.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to understand the major ideas and supporting evidence in spoken messages (4-8).

Grade 6

English Level 1: Unit 05-11
English Level 1: Unit 08-08
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 04-09
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06



English Level 3: Unit 05-07
 English Level 3: Unit 06-02
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STUDENT EXPECTATION 6.1. (D) TX.128.22 (6.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).

Grade 6

English Level 1: Unit 04-04
 English Level 1: Unit 08-11
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

STUDENT EXPECTATION 6.1. (E) TX.128.22 (6.1.) - Spanish Language Arts and English as a Second Language: Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to distinguish and produce sounds and intonation patterns of English (K-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04



English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08



English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03



English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
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English Level 3: Unit 07-04
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English Level 3: Unit 07-06
English Level 3: Unit 07-07
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English Level 3: Unit 07-09
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English Level 3: Unit 08-01
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English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
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English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06



English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.2. (A) TX.128.22 (6.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8).

Grade 6

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05

STUDENT EXPECTATION 6.2. (B) TX.128.22 (6.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda (6).

Grade 6

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 2: Unit 13-03
 English Level 2: Unit 14-09

STUDENT EXPECTATION 6.2. (E) TX.128.22 (6.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following



expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare his/her own perception of a spoken message with the perception of others (6-8).

Grade 6

English Level 1: Unit 06-09

English Level 1: Unit 06-11

English Level 1: Unit 07-05

English Level 1: Unit 08-07

English Level 2: Unit 09-01

English Level 2: Unit 11-05

English Level 2: Unit 15-05

English Level 3: Unit 03-08

English Level 3: Unit 04-01

English Level 3: Unit 06-04

English Level 3: Unit 07-07

English Level 3: Unit 12-10

STUDENT EXPECTATION 6.2. (F)

TX.128.22 (6.2.) - Spanish Language Arts and English as a Second Language: Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to evaluate a spoken message in terms of its content, credibility, and delivery (6-8).

Grade 6

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 2: Unit 14-09

STUDENT EXPECTATION 6.3. (A)

TX.128.22 (6.3.) - Spanish Language Arts and English as a Second Language:

Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8).

Grade 6

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STUDENT EXPECTATION 6.3. (B)

TX.128.22 (6.3.) - Spanish Language Arts and English as a Second Language:

Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze oral interpretations of literature for effects on the listener (6-8).

Grade 6

English Level 1: Unit 03-09

English Level 2: Unit 14-09

STUDENT EXPECTATION 6.3. (C)

TX.128.22 (6.3.) - Spanish Language Arts and English as a Second Language:

Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze the use of aesthetic language for its effects (6-8).

Grade 6

English Level 1: Unit 01-10

STUDENT EXPECTATION 6.4. (A)

TX.128.22 (6.4.) - Spanish Language Arts and English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening (4-8).

Grade 6

English Level 1: Unit 01-09



English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 04-07
 English Level 1: Unit 06-05
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 2: Unit 09-01
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 11-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 02-04
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.4. (B) TX.128.22 (6.4.) - Spanish Language Arts and English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare oral traditions across regions and cultures (4-8).

Grade 6

English Level 1: Unit 03-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 2: Unit 09-01
 English Level 2: Unit 11-05
 English Level 2: Unit 14-09
 English Level 2: Unit 15-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.4. (C) TX.128.22 (6.4.) - Spanish Language Arts and English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify how language use such as labels and sayings reflects regions and cultures (4-8).



Grade 6

English Level 1: Unit 01-10

STUDENT EXPECTATION 6.5. (A)

TX.128.22 (6.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8).

Grade 6

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-07

English Level 1: Unit 05-08

English Level 1: Unit 05-09

English Level 1: Unit 05-10

English Level 1: Unit 05-11

English Level 1: Unit 06-01

English Level 1: Unit 06-02

English Level 1: Unit 06-03



English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
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English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06



English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01



English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04



English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.5. (B)

TX.128.22 (6.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8).

Grade 6

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 02-06
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-04
 English Level 2: Unit 09-05
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01



English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 04-06
 English Level 3: Unit 09-07
 English Level 3: Unit 10-03
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02
 English Level 3: Unit 12-09

STUDENT EXPECTATION 6.5. (C)

TX.128.22 (6.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8).

Grade 6

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-04
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09



English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-04
 English Level 3: Unit 04-03
 English Level 3: Unit 04-05
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 05-02
 English Level 3: Unit 05-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

STUDENT EXPECTATION 6.5. (E) TX.128.22 (6.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences.
 The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use effective rate, volume, pitch, and tone for the audience and setting (4-8).

Grade 6

English Level 2: Unit 09-08
 English Level 2: Unit 11-01

STUDENT EXPECTATION 6.5. (F) TX.128.22 (6.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences.
 The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

Grade 6

English Level 1: Unit 07-01
 English Level 2: Unit 12-02
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05



English Level 3: Unit 01-08
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 03-08
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 07-02
 English Level 3: Unit 07-04
 English Level 3: Unit 12-03

STUDENT EXPECTATION 6.5. (G) TX.128.22 (6.5.) - Spanish Language Arts and English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to employ English content area vocabulary in context (K-8/ESL).

Grade 6

English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-03
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-05
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-09
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-07
 English Level 2: Unit 12-03
 English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-04



English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02



English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 6.6. (A) TX.128.22 (6.6.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8).

Grade 6

English Level 1: Unit 04-08
 English Level 1: Unit 07-01
 English Level 2: Unit 12-04
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 3: Unit 03-07

GRADE LEVEL EXPECTATION 6.6. (B) (i) TX.128.22 (6.6.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 6.6. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6/ESL).

Grade 6

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 6.6. (C) TX.128.22 (6.6.) - Spanish Language Arts and English as a Second Language: Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second



language learner at his/her level of proficiency in English.

The student is expected to locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

Grade 6

English Level 1: Unit 02-09

English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 6.7. (A)

TX.128.22 (6.7.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (6).

Grade 6

English Level 1: Unit 02-02

English Level 1: Unit 04-09

English Level 1: Unit 05-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 2: Unit 09-03

English Level 2: Unit 10-01

English Level 2: Unit 10-03

English Level 2: Unit 10-05

English Level 2: Unit 10-06

English Level 2: Unit 10-07

English Level 2: Unit 10-08

English Level 2: Unit 11-02

English Level 2: Unit 11-08

English Level 2: Unit 11-09

English Level 2: Unit 12-06

English Level 2: Unit 13-01

English Level 2: Unit 13-04

English Level 2: Unit 13-07

English Level 2: Unit 14-01

English Level 2: Unit 15-03

English Level 2: Unit 15-07

English Level 2: Unit 15-10

English Level 2: Unit 16-07

English Level 2: Unit 18-04, 18-05, 18-06

English Level 3: Unit 03-07

English Level 3: Unit 06-06

English Level 3: Unit 06-07

English Level 3: Unit 09-07

English Level 3: Unit 09-08

English Level 3: Unit 12-04

English Level 3: Unit 12-09

English Level 3: Unit 12-10

STUDENT EXPECTATION 6.7. (B)

TX.128.22 (6.7.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (6).

Grade 6

English Level 1: Unit 02-02

English Level 1: Unit 04-09

English Level 1: Unit 05-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 2: Unit 09-03

English Level 2: Unit 10-01

English Level 2: Unit 10-03

English Level 2: Unit 10-05



English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-04
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.7. (C) TX.128.22 (6.7.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to demonstrate characteristics of fluent and effective readers (4-6).

Grade 6

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.7. (D) TX.128.22 (6.7.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student



reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to adjust reading rate based on purposes for reading (4-8).

Grade 6

English Level 1: Unit 06-11

English Level 2: Unit 10-06

STUDENT EXPECTATION 6.7. (E)

TX.128.22 (6.7.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8).

Grade 6

English Level 1: Unit 02-02

English Level 1: Unit 04-09

English Level 1: Unit 05-01

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 2: Unit 09-03

English Level 2: Unit 10-01

English Level 2: Unit 10-03

English Level 2: Unit 10-05

English Level 2: Unit 10-06

English Level 2: Unit 10-07

English Level 2: Unit 10-08

English Level 2: Unit 11-02

English Level 2: Unit 11-08

English Level 2: Unit 11-09

English Level 2: Unit 12-06

English Level 2: Unit 13-01

English Level 2: Unit 13-04

English Level 2: Unit 13-07

English Level 2: Unit 14-01

English Level 2: Unit 15-03

English Level 2: Unit 15-07

English Level 2: Unit 15-10

English Level 2: Unit 16-07

English Level 2: Unit 18-04, 18-05, 18-06

English Level 3: Unit 03-07

English Level 3: Unit 06-06

English Level 3: Unit 06-07

English Level 3: Unit 09-07

English Level 3: Unit 09-08

English Level 3: Unit 12-09

English Level 3: Unit 12-10

STUDENT EXPECTATION 6.7. (F)

TX.128.22 (6.7.) - Spanish Language Arts and English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read silently with increasing ease for longer periods (4-8).

Grade 6

English Level 3: Unit 12-04

STUDENT EXPECTATION 6.8. (B)

TX.128.22 (6.8.) - Spanish Language Arts and English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8).

Grade 6

English Level 1: Unit 01-05

English Level 1: Unit 01-10



English Level 1: Unit 03-08
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 06-08
 English Level 1: Unit 06-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 11-03
 English Level 2: Unit 11-08
 English Level 2: Unit 14-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-07
 English Level 3: Unit 06-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08

STUDENT EXPECTATION 6.8. (C)

TX.128.22 (6.8.) - Spanish Language Arts and English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).

Grade 6

English Level 1: Unit 06-11
 English Level 2: Unit 10-06
 English Level 3: Unit 12-04

STUDENT EXPECTATION 6.8. (D)

TX.128.22 (6.8.) - Spanish Language Arts and English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read to take action such as to complete forms, to make informed recommendations, and to write a response (6-8).

Grade 6

English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-08
 English Level 1: Unit 06-11
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 10-06
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 3: Unit 07-06
 English Level 3: Unit 12-01
 English Level 3: Unit 12-04

STUDENT EXPECTATION 6.9. (A)

TX.128.22 (6.9.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop vocabulary by listening to selections read aloud (4-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06



English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03



English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08



English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

STUDENT EXPECTATION 6.9. (B) TX.128.22 (6.9.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).

Grade 6

English Level 1: Unit 04-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 6.9. (C) TX.128.22 (6.9.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use multiple reference aids, including a thesaurus, a synonym finder, dictionary, and software, to clarify meanings and usage (4-8).

Grade 6

English Level 1: Unit 02-09
 English Level 2: Unit 19-03, 19-04, 19-05

GRADE LEVEL EXPECTATION 6.9. (D) (i) TX.128.22 (6.9.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

6.9. (D) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, or un- (4-8/ESL).



Grade 6

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 6.9. (E)

TX.128.22 (6.9.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to study word meanings systematically such as across curricular content areas and through current events (4-8).

Grade 6

English Level 1: Unit 02-09
 English Level 1: Unit 03-08
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 2: Unit 10-08
 English Level 2: Unit 10-10
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 16-04
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-06
 English Level 3: Unit 03-05
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08

STUDENT EXPECTATION 6.9. (F)

TX.128.22 (6.9.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to distinguish denotative and connotative meanings (6-8).

Grade 6

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 6.9. (G)

TX.128.22 (6.9.) - Spanish Language Arts and English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use word origins as an aid to understanding historical influences on English word meanings (6-8).

Grade 6

English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 6.10. (A)

TX.128.22 (6.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The



student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use his/her own knowledge and experience to comprehend (4-8).

Grade 6

English Level 1: Unit 08-11

STUDENT EXPECTATION 6.10. (B) TX.128.22 (6.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8).

Grade 6

English Level 1: Unit 06-11

English Level 2: Unit 10-06

English Level 2: Unit 12-08

English Level 3: Unit 03-07

English Level 3: Unit 04-05

English Level 3: Unit 12-04

STUDENT EXPECTATION 6.10. (D) TX.128.22 (6.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to describe mental images that text descriptions evoke (4-8).

Grade 6

English Level 1: Unit 08-11

English Level 2: Unit 11-08

English Level 3: Unit 03-05

English Level 3: Unit 06-03

English Level 3: Unit 12-04

STUDENT EXPECTATION 6.10. (E) TX.128.22 (6.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).

Grade 6

English Level 1: Unit 06-02

English Level 1: Unit 06-08

English Level 2: Unit 10-01

English Level 2: Unit 10-04

English Level 2: Unit 10-05

English Level 2: Unit 11-02

English Level 2: Unit 12-02

English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 6.10. (F) TX.128.22 (6.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to determine a text's main (or major ideas) and how those ideas are supported with details (4-8).

Grade 6

English Level 1: Unit 06-08

English Level 2: Unit 09-02

English Level 2: Unit 11-08

English Level 3: Unit 01-06

English Level 3: Unit 03-06

English Level 3: Unit 03-07

English Level 3: Unit 03-08

English Level 3: Unit 05-03



English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.10. (G) TX.128.22 (6.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to paraphrase and summarize text to recall, inform, or organize ideas (4-8).

Grade 6

English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 12-08
 English Level 3: Unit 03-05
 English Level 3: Unit 06-03
 English Level 3: Unit 12-04

STUDENT EXPECTATION 6.10. (H) TX.128.22 (6.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).

Grade 6

English Level 2: Unit 09-02
 English Level 3: Unit 01-06
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 05-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06



English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.10. (I) TX.128.22 (6.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to find similarities and differences across texts such as in treatment, scope, or organization (4-8).

Grade 6

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 2: Unit 09-01
 English Level 2: Unit 12-08

STUDENT EXPECTATION 6.10. (J) TX.128.22 (6.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to distinguish fact and opinion in various texts (4-8).

Grade 6

English Level 2: Unit 12-09

STUDENT EXPECTATION 6.10. (K) TX.128.22 (6.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8).

Grade 6

English Level 1: Unit 01-10
 English Level 2: Unit 11-08
 English Level 3: Unit 03-01
 English Level 3: Unit 03-04
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 04-05
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-06
 English Level 3: Unit 09-09
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03

STUDENT EXPECTATION 6.10. (L) TX.128.22 (6.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to represent text information in different ways such as in outline, timeline, or graphic



organizer (4-8).

Grade 6

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05
 English Level 3: Unit 12-04

STUDENT EXPECTATION 6.10. (M) TX.128.22 (6.10.) - Spanish Language Arts and English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).

Grade 6

English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 12-04
 English Level 2: Unit 12-08
 English Level 3: Unit 03-05
 English Level 3: Unit 06-03
 English Level 3: Unit 07-05
 English Level 3: Unit 12-04



STUDENT EXPECTATION 6.11. (A) TX.128.22 (6.11.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8).

Grade 6

English Level 1: Unit 05-02
English Level 2: Unit 11-08
English Level 3: Unit 03-05
English Level 3: Unit 03-07
English Level 3: Unit 04-05
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 09-06
English Level 3: Unit 12-03
English Level 3: Unit 12-04

STUDENT EXPECTATION 6.11. (B) TX.128.22 (6.11.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8).

Grade 6

English Level 1: Unit 04-04
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 06-06
English Level 1: Unit 06-10
English Level 1: Unit 07-06
English Level 1: Unit 08-03
English Level 1: Unit 08-07
English Level 1: Unit 08-11
English Level 2: Unit 09-07
English Level 2: Unit 10-03
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-06
English Level 2: Unit 12-10
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 14-01
English Level 2: Unit 14-03
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-06
English Level 2: Unit 16-06
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 19-03, 19-04, 19-05
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-07
English Level 3: Unit 04-05
English Level 3: Unit 06-01



English Level 3: Unit 09-01
English Level 3: Unit 11-02
English Level 3: Unit 12-04

STUDENT EXPECTATION 6.11. (C) TX.128.22 (6.11.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to support responses by referring to relevant aspects of text and his/her own experiences (4-8).

Grade 6

English Level 2: Unit 09-02
English Level 2: Unit 11-08
English Level 3: Unit 01-06
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 05-03
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

STUDENT EXPECTATION 6.11. (D) TX.128.22 (6.11.) - Spanish Language Arts and English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to connect, compare, and contrast ideas, themes, and issues across text (4-8).

Grade 6

English Level 1: Unit 05-11
English Level 2: Unit 09-01
English Level 2: Unit 12-08

STUDENT EXPECTATION 6.12. (A) TX.128.22 (6.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).

Grade 6

English Level 1: Unit 05-02
English Level 1: Unit 06-11
English Level 2: Unit 10-06



STUDENT EXPECTATION 6.12. (B) TX.128.22 (6.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8).

Grade 6

English Level 1: Unit 03-08

English Level 1: Unit 06-11

English Level 2: Unit 10-07

English Level 2: Unit 14-09

English Level 3: Unit 03-05

English Level 3: Unit 06-04

English Level 3: Unit 09-05

English Level 3: Unit 09-06

English Level 3: Unit 11-02

English Level 3: Unit 12-05

English Level 3: Unit 12-06

English Level 3: Unit 12-07

STUDENT EXPECTATION 6.12. (C) TX.128.22 (6.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8).

Grade 6

English Level 1: Unit 05-11

English Level 2: Unit 09-01

STUDENT EXPECTATION 6.12. (D) TX.128.22 (6.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7).

Grade 6

English Level 3: Unit 03-07

STUDENT EXPECTATION 6.12. (F) TX.128.22 (6.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).

Grade 6

English Level 1: Unit 05-02

English Level 1: Unit 05-11

English Level 1: Unit 06-02

English Level 1: Unit 06-03

English Level 1: Unit 08-11

English Level 2: Unit 09-01

English Level 2: Unit 14-05

English Level 2: Unit 15-01

STUDENT EXPECTATION 6.12. (G) TX.128.22 (6.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize and analyze story plot, setting, and problem resolution (4-8).

Grade 6

English Level 1: Unit 05-02

English Level 1: Unit 06-02



STUDENT EXPECTATION 6.12. (I) TX.128.22 (6.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8).

Grade 6

English Level 1: Unit 05-11

English Level 2: Unit 09-01

English Level 2: Unit 12-08

STUDENT EXPECTATION 6.12. (J) TX.128.22 (6.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).

Grade 6

English Level 1: Unit 05-02

English Level 3: Unit 03-07

English Level 3: Unit 04-05

English Level 3: Unit 06-01

English Level 3: Unit 06-02

English Level 3: Unit 12-03

STUDENT EXPECTATION 6.12. (K) TX.128.22 (6.12.) - Spanish Language Arts and English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize how style, tone, and mood contribute to the effect of the text (6-8).

Grade 6

English Level 1: Unit 05-02

STUDENT EXPECTATION 6.13. (A) TX.128.22 (6.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8).

Grade 6

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-07



English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03



English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 6.13. (B) TX.128.22 (6.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10



English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 6.13. (C) TX.128.22 (6.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research.
 The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09



English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-04
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-02
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-07



English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-01
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-09
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-01
 English Level 3: Unit 10-04
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 6.13. (D) TX.128.22 (6.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08



English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06



English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 6.13. (E) TX.128.22 (6.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10



English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-05
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06



English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 6.13. (F) TX.128.22 (6.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research.
 The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to produce research projects and reports in effective formats for various audiences (6-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 2: Unit 10-03
 English Level 2: Unit 12-10
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 06-04
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 6.13. (G) TX.128.22 (6.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research.



The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw conclusions from information gathered from multiple sources (4-8).

Grade 6

English Level 1: Unit 01-01
English Level 1: Unit 01-03
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09



English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 6.13. (I)

TX.128.22 (6.13.) - Spanish Language Arts and English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate (6-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 2: Unit 10-03
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01



English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 6.14. (A) TX.128.22 (6.14.) - Spanish Language Arts and English as a Second Language: Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compare text events with his/her own and other readers' experiences (4-8).

Grade 6

English Level 2: Unit 15-01

STUDENT EXPECTATION 6.14. (C) TX.128.22 (6.14.) - Spanish Language Arts and English as a Second Language: Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to articulate and discuss themes and connections that cross cultures (4-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05



English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07



English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03



English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 03-05
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 04-02
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-05
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-09
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07



English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.15. (A) TX.128.22 (6.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8).

Grade 6

English Level 1: Unit 05-07
 English Level 2: Unit 09-03
 English Level 2: Unit 11-10
 English Level 2: Unit 13-01
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 3: Unit 01-05



English Level 3: Unit 02-01
 English Level 3: Unit 02-04
 English Level 3: Unit 03-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-07
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 08-02
 English Level 3: Unit 10-04

STUDENT EXPECTATION 6.15. (B) TX.128.22 (6.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to influence such as to persuade, argue, and request (4-8).

Grade 6

English Level 1: Unit 01-07
 English Level 1: Unit 05-07
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 3: Unit 02-01
 English Level 3: Unit 03-02
 English Level 3: Unit 04-01
 English Level 3: Unit 04-05
 English Level 3: Unit 07-04

STUDENT EXPECTATION 6.15. (C) TX.128.22 (6.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to inform such as to explain, describe, report, and narrate (4-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-07
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-04
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10



English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-06
English Level 2: Unit 09-09
English Level 2: Unit 10-01
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 11-02
English Level 2: Unit 11-06
English Level 2: Unit 11-09
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-07
English Level 2: Unit 12-10
English Level 2: Unit 14-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-07, 18-08, 18-09
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-03
English Level 3: Unit 02-05
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-06
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-07
English Level 3: Unit 07-02
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-10
English Level 3: Unit 08-01



English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-04
 English Level 3: Unit 09-06
 English Level 3: Unit 10-01
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 6.15. (D) TX.128.22 (6.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to entertain such as to compose humorous poems or short stories (4-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-04
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-04
 English Level 1: Unit 06-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04



English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-02
 English Level 3: Unit 01-06
 English Level 3: Unit 02-05
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 09-03
 English Level 3: Unit 11-04

STUDENT EXPECTATION 6.15. (E) TX.128.22 (6.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to select and use voice and style appropriate to audience and purpose (6-8).

Grade 6

English Level 1: Unit 04-10
 English Level 3: Unit 01-02

STUDENT EXPECTATION 6.15. (F) TX.128.22 (6.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (6).

Grade 6

English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-07
 English Level 1: Unit 04-04
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07



English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 08-03
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-06
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-03
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 04-03
 English Level 3: Unit 04-06
 English Level 3: Unit 04-09
 English Level 3: Unit 05-01
 English Level 3: Unit 05-07
 English Level 3: Unit 06-01
 English Level 3: Unit 07-04
 English Level 3: Unit 07-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01



English Level 3: Unit 12-04
English Level 3: Unit 12-08

STUDENT EXPECTATION 6.15. (G) TX.128.22 (6.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use literary devices effectively such as suspense, dialogue, and figurative language (5-8).

Grade 6

English Level 1: Unit 02-03
English Level 2: Unit 09-04
English Level 2: Unit 11-01
English Level 2: Unit 12-01
English Level 2: Unit 12-06
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-09, 17-10
English Level 3: Unit 01-04
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 04-09
English Level 3: Unit 05-02
English Level 3: Unit 05-04
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 11-01

STUDENT EXPECTATION 6.15. (H) TX.128.22 (6.15.) - Spanish Language Arts and English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).

Grade 6

English Level 1: Unit 01-02
English Level 1: Unit 01-05
English Level 1: Unit 01-09
English Level 1: Unit 02-01
English Level 1: Unit 02-07
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 04-05
English Level 1: Unit 04-10
English Level 1: Unit 05-03
English Level 1: Unit 05-05
English Level 1: Unit 05-11
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-10
English Level 1: Unit 07-03
English Level 1: Unit 07-06
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-04
English Level 2: Unit 09-06
English Level 2: Unit 09-08
English Level 2: Unit 10-05



English Level 2: Unit 10-06
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-10
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 02-02
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 04-01
 English Level 3: Unit 04-02
 English Level 3: Unit 04-04
 English Level 3: Unit 04-09
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-03
 English Level 3: Unit 05-05
 English Level 3: Unit 06-01
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 08-01
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

**GRADE LEVEL
EXPECTATION**

- 6.16. (B) TX.128.22 (6.16.) - Spanish Language Arts and English as a Second Language:
 (i) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
 6.16. (B) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8/ESL).

Grade 6

English Level 2: Unit 12-06
 English Level 2: Unit 16-04

**GRADE LEVEL
EXPECTATION**

- 6.16. (C) TX.128.22 (6.16.) - Spanish Language Arts and English as a Second Language:
 (i) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the



conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.

6.16. (C) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6/ESL).

Grade 6

English Level 2: Unit 09-02

GRADE LEVEL EXPECTATION

- 6.16. (D) TX.128.22 (6.16.) - Spanish Language Arts and English as a Second Language:
(i) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 6.16. (D) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
The student is expected to write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6/ESL).

Grade 6

English Level 2: Unit 09-02

STUDENT EXPECTATION

- 6.16. (E) TX.128.22 (6.16.) - Spanish Language Arts and English as a Second Language:
Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to use resources to find correct spellings (4-8).

Grade 6

English Level 2: Unit 09-02

GRADE LEVEL EXPECTATION

- 6.16. (F) TX.128.22 (6.16.) - Spanish Language Arts and English as a Second Language:
(i) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 6.16. (F) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
The student is expected to spell accurately in final drafts (4-8/ESL).

Grade 6

English Level 2: Unit 09-02

GRADE LEVEL EXPECTATION

- 6.16. (G) TX.128.22 (6.16.) - Spanish Language Arts and English as a Second Language:
(i) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 6.16. (G) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
The student is expected to understand the influence of other languages and cultures on the spelling of English words (6-8/ESL).

Grade 6

English Level 2: Unit 09-02

STUDENT EXPECTATION

- 6.17. (A) TX.128.22 (6.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to use regular and irregular plurals correctly (4-6).

Grade 6

English Level 1: Unit 01-01

English Level 1: Unit 01-05



English Level 1: Unit 02-02
 English Level 1: Unit 02-07
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 2: Unit 09-06
 English Level 2: Unit 16-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 06-05

STUDENT EXPECTATION 6.17. (B) TX.128.22 (6.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6).

Grade 6

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04



English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10



English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-01
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 03-05
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 04-02
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 05-02
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06



English Level 3: Unit 05-07
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-07
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.17. (C) TX.128.22 (6.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use conjunctions to connect ideas meaningfully (4-8).

Grade 6

English Level 1: Unit 04-10

STUDENT EXPECTATION 6.17. (D) TX.128.22 (6.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8).

Grade 6

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-03



English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-07
 English Level 1: Unit 06-10
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-06
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-08
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 11-05
 English Level 2: Unit 11-09
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-06
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 02-02
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 04-01
 English Level 3: Unit 04-02



English Level 3: Unit 04-04
 English Level 3: Unit 04-09
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-03
 English Level 3: Unit 05-05
 English Level 3: Unit 06-01
 English Level 3: Unit 06-05
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 08-01
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 6.17. (E) TX.128.22 (6.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use prepositional phrases to elaborate written ideas (4-8).

Grade 6

English Level 1: Unit 02-08
 English Level 1: Unit 04-05
 English Level 2: Unit 12-09

GRADE LEVEL EXPECTATION 6.17. (F) TX.128.22 (6.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 6.17. (F) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:
 The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8/ESL).

Grade 6

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-06
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 12-07
 English Level 2: Unit 13-03
 English Level 3: Unit 01-02
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-10

GRADE LEVEL 6.17. (G) TX.128.22 (6.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The



EXPECTATION

(i)

student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

6.17. (G) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8/ESL).

Grade 6

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-06
 English Level 2: Unit 09-08
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 14-01
 English Level 2: Unit 14-10
 English Level 3: Unit 03-07
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 6.17. (H)

TX.128.22 (6.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8/ESL).

Grade 6

English Level 1: Unit 02-06
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 2: Unit 09-02
 English Level 2: Unit 12-07
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 09-09
 English Level 3: Unit 12-10

GRADE LEVEL EXPECTATION

6.17 (I) (i)

TX.128.22 (6.17.) - Spanish Language Arts and English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

6.17.(I) - The student is expected to demonstrate the expectation appropriate for ESL or SLA, as follows:

The student is expected to write with increasing accuracy when using pronoun case such as 'He and they joined him.' (6-8/ESL).

Grade 6



English Level 1: Unit 01-07
 English Level 1: Unit 02-02
 English Level 1: Unit 03-09
 English Level 1: Unit 05-11
 English Level 1: Unit 06-06
 English Level 2: Unit 09-07
 English Level 3: Unit 06-06
 English Level 3: Unit 09-07
 English Level 3: Unit 12-08

STUDENT EXPECTATION 6.18. (A) TX.128.22 (6.18.) - Spanish Language Arts and English as a Second Language: Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8).

Grade 6

English Level 1: Unit 01-07
 English Level 1: Unit 04-10
 English Level 2: Unit 13-05
 English Level 2: Unit 15-08
 English Level 2: Unit 17-07, 17-08
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04

STUDENT EXPECTATION 6.18. (B) TX.128.22 (6.18.) - Spanish Language Arts and English as a Second Language: Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).

Grade 6

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 03-01
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-06
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-05
 English Level 1: Unit 08-10
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-08
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08



English Level 2: Unit 11-09
English Level 2: Unit 13-01
English Level 2: Unit 13-10
English Level 2: Unit 14-06
English Level 2: Unit 15-02
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-01, 18-02, 18-03
English Level 3: Unit 02-01
English Level 3: Unit 02-03
English Level 3: Unit 02-06
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-03
English Level 3: Unit 04-05
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 05-01
English Level 3: Unit 05-03
English Level 3: Unit 05-05
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01



English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 6.18. (F) TX.128.22 (6.18.) - Spanish Language Arts and English as a Second Language: Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use available technology to support aspects of creating, revising, editing, and publishing texts (4-8).

Grade 6

English Level 1: Unit 08-11
 English Level 2: Unit 10-09
 English Level 2: Unit 11-02
 English Level 2: Unit 11-05
 English Level 2: Unit 13-01
 English Level 2: Unit 14-06
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 6.18. (G) TX.128.22 (6.18.) - Spanish Language Arts and English as a Second Language: Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to refine selected pieces frequently to 'publish' for general and specific audiences (4-8).

Grade 6

English Level 1: Unit 08-11
 English Level 2: Unit 11-05
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02

STUDENT EXPECTATION 6.18. (H) TX.128.22 (6.18.) - Spanish Language Arts and English as a Second Language: Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to proofread his/her own writing and that of others (4-8).

Grade 6

English Level 1: Unit 02-03
 English Level 1: Unit 03-01

STUDENT EXPECTATION 6.19. (A) TX.128.22 (6.19.) - Spanish Language Arts and English as a Second Language: Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to apply criteria to evaluate writing (4-8).

Grade 6

English Level 1: Unit 02-03
 English Level 1: Unit 03-01



STUDENT EXPECTATION 6.19. (B) TX.128.22 (6.19.) - Spanish Language Arts and English as a Second Language: Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to respond in constructive ways to others' writings (4-8).

Grade 6

English Level 1: Unit 02-03

English Level 1: Unit 03-01

STUDENT EXPECTATION 6.20. (A) TX.128.22 (6.20.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to frame questions to direct research (4-8).

Grade 6

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-02

English Level 1: Unit 08-04

English Level 1: Unit 08-06

English Level 1: Unit 08-09

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 09-03

English Level 2: Unit 10-03

English Level 2: Unit 10-04

English Level 2: Unit 10-07

English Level 2: Unit 11-02

English Level 2: Unit 11-03

English Level 2: Unit 11-04

English Level 2: Unit 11-05

English Level 2: Unit 11-10

English Level 2: Unit 12-08

English Level 2: Unit 12-10

English Level 2: Unit 14-04

English Level 2: Unit 14-07



English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 6.20. (B) TX.128.22 (6.20.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05



English Level 1: Unit 03-06
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-09
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 12-10
English Level 2: Unit 13-05
English Level 2: Unit 14-05
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-04
English Level 2: Unit 15-08
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 19-03, 19-04, 19-05
English Level 3: Unit 01-03
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 05-02
English Level 3: Unit 05-06
English Level 3: Unit 06-04
English Level 3: Unit 07-04
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 11-02
English Level 3: Unit 12-04
English Level 3: Unit 12-05



English Level 3: Unit 12-06

English Level 3: Unit 12-07

English Level 3: Unit 12-09

STUDENT EXPECTATION 6.20. (C) TX.128.22 (6.20.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8).

Grade 6

English Level 1: Unit 04-04

English Level 2: Unit 15-08

STUDENT EXPECTATION 6.20. (D) TX.128.22 (6.20.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8).

Grade 6

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-08

English Level 1: Unit 06-10

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-06

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-02

English Level 1: Unit 08-03

English Level 1: Unit 08-04

English Level 1: Unit 08-06

English Level 1: Unit 08-07



English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-06
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06



English Level 3: Unit 06-01
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-06
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 6.20. (E) TX.128.22 (6.20.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to present information in various forms using available technology (4-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-05
 English Level 1: Unit 02-05
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-09
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 06-01
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 2: Unit 09-02
 English Level 2: Unit 09-04



English Level 2: Unit 09-08
 English Level 2: Unit 10-03
 English Level 2: Unit 10-06
 English Level 2: Unit 10-09
 English Level 2: Unit 11-05
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-06
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-04
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 06-04
 English Level 3: Unit 08-01
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 6.20. (F) TX.128.22 (6.20.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to evaluate his/her own research and raise new questions for further investigation (4-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03



English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03



English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 6.20. (G) TX.128.22 (6.20.) - Spanish Language Arts and English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to follow accepted formats for writing research, including documenting sources (6-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-05
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-06
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02



English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09



student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8).

Grade 6

English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 06-11
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 11-02
 English Level 2: Unit 13-01
 English Level 2: Unit 14-06
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 04-03
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 10-06
 English Level 3: Unit 10-08
 English Level 3: Unit 11-01

STUDENT EXPECTATION 6.21. (B) TX.128.22 (6.21.) - Spanish Language Arts and English as a Second Language: Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to correspond with peers or others via e-mail or conventional mail (4-8).

Grade 6

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

STUDENT EXPECTATION 6.22. (A) TX.128.22 (6.22.) - Spanish Language Arts and English as a Second Language: Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01



English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05



English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 16-01
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 3: Unit 01-01



English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 02-03
 English Level 3: Unit 04-01
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 07-05
 English Level 3: Unit 08-03
 English Level 3: Unit 10-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-03
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 6.22. (B) TX.128.22 (6.22.) - Spanish Language Arts and English as a Second Language:
 Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8).

Grade 6

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 15-09
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

STUDENT EXPECTATION 6.22. (C) TX.128.22 (6.22.) - Spanish Language Arts and English as a Second Language:
 Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in



English.

The student is expected to use media to compare ideas and points of view (4-8).

Grade 6

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10
 English Level 2: Unit 09-01
 English Level 2: Unit 11-05
 English Level 2: Unit 13-03
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.23. (A) TX.128.22 (6.23.) - Spanish Language Arts and English as a Second Language:
 Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8).

Grade 6

English Level 1: Unit 02-01
 English Level 1: Unit 02-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-10
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 08-10
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-09
 English Level 2: Unit 10-03
 English Level 2: Unit 11-02
 English Level 2: Unit 11-07
 English Level 2: Unit 13-03
 English Level 2: Unit 14-03
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01



English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 04-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-07

STUDENT EXPECTATION 6.23. (B) TX.128.22 (6.23.) - Spanish Language Arts and English as a Second Language:
 Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compare and contrast print, visual, and electronic media such as film with written story (4-8).

Grade 6

English Level 1: Unit 06-08
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03

STUDENT EXPECTATION 6.23. (C) TX.128.22 (6.23.) - Spanish Language Arts and English as a Second Language:
 Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8).

Grade 6

English Level 1: Unit 06-08
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03

STUDENT EXPECTATION 6.23. (D) TX.128.22 (6.23.) - Spanish Language Arts and English as a Second Language:
 Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to evaluate how different media forms influence and inform (6-8).

Grade 6

English Level 1: Unit 06-08
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03

STUDENT EXPECTATION 6.24. (A) TX.128.22 (6.24.) - Spanish Language Arts and English as a Second Language:
 Viewing/representing/production. The student produces visual images, messages, and meanings that



communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to select, organize, or produce visuals to complement and extend meanings (4-8).

Grade 6

English Level 1: Unit 01-01

English Level 2: Unit 14-08

STUDENT EXPECTATION 6.24. (B) TX.128.22 (6.24.) - Spanish Language Arts and English as a Second Language: Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).

Grade 6

English Level 1: Unit 01-01

English Level 1: Unit 02-05

English Level 1: Unit 03-02

English Level 1: Unit 03-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-09

English Level 1: Unit 06-01

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-04

English Level 1: Unit 08-09

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 10-03

English Level 2: Unit 10-09

English Level 2: Unit 12-10

English Level 2: Unit 14-03

English Level 2: Unit 15-04

English Level 2: Unit 15-10

English Level 2: Unit 16-04

English Level 2: Unit 17-04, 17-05, 17-06

English Level 2: Unit 17-09, 17-10

English Level 2: Unit 18-07, 18-08, 18-09

English Level 2: Unit 19-09, 19-10

English Level 3: Unit 01-07

English Level 3: Unit 01-09

English Level 3: Unit 02-01

English Level 3: Unit 03-06

English Level 3: Unit 06-04

English Level 3: Unit 07-04

English Level 3: Unit 08-04

English Level 3: Unit 08-05

English Level 3: Unit 09-06

English Level 3: Unit 10-09

English Level 3: Unit 10-10

English Level 3: Unit 11-02

English Level 3: Unit 12-04

English Level 3: Unit 12-05

English Level 3: Unit 12-06

English Level 3: Unit 12-07

English Level 3: Unit 12-09



STUDENT EXPECTATION 6.24. (C) TX.128.22 (6.24.) - Spanish Language Arts and English as a Second Language: Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to assess how language, medium, and presentation contribute to the message (6-8).

Grade 6

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 1: Unit 06-08
 English Level 2: Unit 14-09
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03

STUDENT EXPECTATION 6.25. (B) TX.128.22 (6.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use prior knowledge and experiences to understand meanings in English (K-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
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 English Level 1: Unit 05-11
 English Level 1: Unit 06-01



English Level 1: Unit 06-02
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English Level 2: Unit 09-01
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English Level 2: Unit 11-10
English Level 2: Unit 12-01
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English Level 2: Unit 12-05
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 English Level 2: Unit 13-01
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
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English Level 3: Unit 02-01
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English Level 3: Unit 10-04
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.25. (D) TX.128.22 (6.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
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 English Level 1: Unit 02-01
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 English Level 1: Unit 04-01
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 English Level 1: Unit 04-04



English Level 1: Unit 04-05
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English Level 2: Unit 11-01



English Level 2: Unit 11-02
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English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09



English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

STUDENT EXPECTATION 6.25. (E) TX.128.22 (6.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
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 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
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 English Level 1: Unit 06-04
 English Level 1: Unit 06-05



English Level 1: Unit 06-06
English Level 1: Unit 06-07
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English Level 1: Unit 06-11
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English Level 2: Unit 12-09
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
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 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
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English Level 3: Unit 02-05
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English Level 3: Unit 10-08
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.25. (F) TX.128.22 (6.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to make connections across content areas and use and reuse language and concepts in different ways (4-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
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 English Level 1: Unit 04-01
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 English Level 1: Unit 05-09



English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
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 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.25. (G) TX.128.22 (6.25.) - Spanish Language Arts and English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use accessible language and learn new and essential language in the process (4-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
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English Level 1: Unit 04-06
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08



English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
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English Level 3: Unit 08-01
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 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.26. (A) TX.128.22 (6.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes such as taking notes (4-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
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 English Level 1: Unit 02-01
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 English Level 1: Unit 02-04
 English Level 1: Unit 02-05



English Level 1: Unit 02-07
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English Level 1: Unit 03-01
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English Level 1: Unit 08-10
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
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 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
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 English Level 3: Unit 11-02
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 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STUDENT EXPECTATION 6.26. (B) TX.128.22 (6.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to understand basic structures, expressions, and vocabulary such as school



environment, greetings, questions, and directions (K-8/ESL).

Grade 6

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
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English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
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English Level 3: Unit 03-01
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English Level 3: Unit 03-05
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English Level 3: Unit 11-03



English Level 3: Unit 11-04
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 English Level 3: Unit 12-05
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 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.26. (C) TX.128.22 (6.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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 English Level 1: Unit 02-01
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 English Level 1: Unit 02-03
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English Level 2: Unit 11-09
English Level 2: Unit 11-10



English Level 2: Unit 12-01
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 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03



acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL).

Grade 6

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
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English Level 1: Unit 07-09
English Level 1: Unit 07-10



English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 2: Unit 14-09



English Level 2: Unit 14-10
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02



English Level 3: Unit 05-03
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 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.26. (E) TX.128.22 (6.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and



electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL).

Grade 6

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 2: Unit 14-09

- STUDENT EXPECTATION 6.26. (F) TX.128.22 (6.26.) - Spanish Language Arts and English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to infer meaning by making associations of utterances with actions, visuals, and the context of the situation (4-8/ESL).

Grade 6

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-08

English Level 1: Unit 05-10

English Level 1: Unit 06-05

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 12-06

English Level 2: Unit 12-10

English Level 2: Unit 13-02

English Level 2: Unit 15-03

English Level 2: Unit 15-08

English Level 2: Unit 15-10

English Level 2: Unit 16-05

English Level 2: Unit 16-10

English Level 2: Unit 18-07, 18-08, 18-09

English Level 2: Unit 18-10, 19-01, 19-02

English Level 3: Unit 03-01

English Level 3: Unit 03-03

English Level 3: Unit 05-04

English Level 3: Unit 05-05

- STUDENT EXPECTATION 6.27. (A) TX.128.22 (6.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- The student is expected to identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL).

Grade 6

English Level 1: Unit 01-03

English Level 1: Unit 01-07

English Level 1: Unit 01-09

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 03-02

English Level 1: Unit 03-05

English Level 1: Unit 04-03

English Level 1: Unit 05-04

English Level 1: Unit 07-07

English Level 1: Unit 07-08

English Level 2: Unit 10-02

English Level 2: Unit 10-08



STUDENT EXPECTATION 6.27. (B) TX.128.22 (6.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
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English Level 1: Unit 06-05
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English Level 1: Unit 08-02
English Level 1: Unit 08-03
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English Level 2: Unit 09-01
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English Level 2: Unit 12-08
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 02-02



English Level 3: Unit 02-03
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 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.27. (C) TX.128.22 (6.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL).

Grade 6

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-09
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 English Level 1: Unit 08-07
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 English Level 2: Unit 09-02
 English Level 2: Unit 09-05
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-06
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01



English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-06

STUDENT EXPECTATION 6.27. (D) TX.128.22 (6.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (4-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
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 English Level 1: Unit 05-08
 English Level 1: Unit 05-09



English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01



English Level 2: Unit 12-02
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 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06



English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
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English Level 3: Unit 09-08



English Level 3: Unit 09-09
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 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.27. (E) TX.128.22 (6.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL).

Grade 6

English Level 1: Unit 04-05
 English Level 1: Unit 05-10
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 2: Unit 09-04
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 10-02
 English Level 2: Unit 10-05
 English Level 2: Unit 10-10
 English Level 2: Unit 13-06
 English Level 3: Unit 02-05
 English Level 3: Unit 11-04

STUDENT EXPECTATION 6.27. (F) TX.128.22 (6.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05



English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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English Level 1: Unit 07-09



English Level 1: Unit 07-10
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 English Level 2: Unit 18-01, 18-02, 18-03
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 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
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English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
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English Level 3: Unit 09-01
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English Level 3: Unit 10-01
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English Level 3: Unit 10-04
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English Level 3: Unit 10-07
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English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06



English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.27. (G) TX.128.22 (6.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
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 English Level 1: Unit 05-04
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 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08



English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
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English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 09-10
English Level 2: Unit 10-01
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English Level 2: Unit 11-01
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English Level 2: Unit 11-09
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English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01



English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
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English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
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English Level 2: Unit 15-01
English Level 2: Unit 15-02
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English Level 2: Unit 15-04
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English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06



English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
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English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
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English Level 3: Unit 08-01
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English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
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English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09



English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.27. (H) TX.128.22 (6.27.) - Spanish Language Arts and English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to describe the immediate surroundings such as classroom, school, or home (K-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-10
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03



English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-11
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-09
 English Level 2: Unit 09-05
 English Level 2: Unit 09-09
 English Level 2: Unit 10-06
 English Level 2: Unit 10-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-07
 English Level 2: Unit 13-02
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 13-09
 English Level 2: Unit 14-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-01
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-10
 English Level 3: Unit 02-04
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 05-01
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 06-01
 English Level 3: Unit 06-05
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 08-06
 English Level 3: Unit 09-04
 English Level 3: Unit 10-06
 English Level 3: Unit 12-01

STUDENT EXPECTATION 6.28. (C) TX.128.22 (6.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second



language learner at his/her level of proficiency in English.

The student is expected to read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL).

Grade 6

English Level 1: Unit 03-08

English Level 1: Unit 07-01

English Level 1: Unit 08-11

English Level 2: Unit 12-08

STUDENT EXPECTATION 6.28. (D) TX.128.22 (6.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to participate in shared reading (K-8/ESL).

Grade 6

English Level 1: Unit 05-02

English Level 1: Unit 08-11

STUDENT EXPECTATION 6.28. (E) TX.128.22 (6.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to develop basic sight vocabulary (K-8/ESL).

Grade 6

English Level 1: Unit 03-08

English Level 1: Unit 07-01

STUDENT EXPECTATION 6.28. (F) TX.128.22 (6.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL).

Grade 6

English Level 1: Unit 03-08

English Level 1: Unit 07-01

English Level 2: Unit 12-04

English Level 2: Unit 17-01, 17-02, 17-03

English Level 2: Unit 17-04, 17-05, 17-06

English Level 3: Unit 03-07

STUDENT EXPECTATION 6.28. (G) TX.128.22 (6.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to read silently with increasing ease for longer periods (K-8/ESL).

Grade 6

English Level 3: Unit 12-04

STUDENT EXPECTATION 6.28. (H) TX.128.22 (6.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use print from the environment to derive meaning (K-8/ESL).

Grade 6

English Level 2: Unit 11-07

English Level 2: Unit 12-02



STUDENT EXPECTATION 6.28. (I) TX.128.22 (6.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use graphic organizers as pre-reading activities to prepare for reading text (K-8/ESL).

Grade 6

English Level 1: Unit 06-11

English Level 2: Unit 10-06

STUDENT EXPECTATION 6.28. (J) TX.128.22 (6.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience (4-8/ESL).

Grade 6

English Level 1: Unit 02-02

English Level 1: Unit 04-09

English Level 1: Unit 05-01

English Level 1: Unit 05-10

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 2: Unit 09-03

English Level 2: Unit 10-01

English Level 2: Unit 10-03

English Level 2: Unit 10-05

English Level 2: Unit 10-06

English Level 2: Unit 10-07

English Level 2: Unit 10-08

English Level 2: Unit 11-01

English Level 2: Unit 11-02

English Level 2: Unit 11-04

English Level 2: Unit 11-08

English Level 2: Unit 11-09

English Level 2: Unit 12-06

English Level 2: Unit 13-01

English Level 2: Unit 13-04

English Level 2: Unit 13-07

English Level 2: Unit 14-01

English Level 2: Unit 15-03

English Level 2: Unit 15-07

English Level 2: Unit 15-10

English Level 2: Unit 16-07

English Level 2: Unit 18-04, 18-05, 18-06

English Level 3: Unit 03-07

English Level 3: Unit 06-06

English Level 3: Unit 06-07

English Level 3: Unit 09-07

English Level 3: Unit 09-08

English Level 3: Unit 12-09

English Level 3: Unit 12-10

STUDENT EXPECTATION 6.28. (K) TX.128.22 (6.28.) - Spanish Language Arts and English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to retell, role-play, and/or visually illustrate the order of events (4-8/ESL).

Grade 6

English Level 1: Unit 06-02

English Level 1: Unit 06-08



English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 03-05
 English Level 3: Unit 06-03
 English Level 3: Unit 12-04

STUDENT EXPECTATION 6.29. (A) TX.128.22 (6.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use basic capitalization and punctuation correctly such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (4-8/ESL).

Grade 6

English Level 2: Unit 12-06
 English Level 2: Unit 16-04

STUDENT EXPECTATION 6.29. (B) TX.128.22 (6.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL).

Grade 6

English Level 1: Unit 01-07
 English Level 1: Unit 04-10
 English Level 2: Unit 13-05
 English Level 2: Unit 15-08
 English Level 2: Unit 17-07, 17-08
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04

STUDENT EXPECTATION 6.29. (C) TX.128.22 (6.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to write with more proficient use of orthographic patterns and rules such as qu together, consonant doubling, dropping final e, and changing y to i (2-8/ESL).

Grade 6

English Level 2: Unit 09-02

STUDENT EXPECTATION 6.29. (D) TX.128.22 (6.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2-8/ESL).

Grade 6

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 05-03



English Level 1: Unit 05-04
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 12-07
 English Level 2: Unit 13-03
 English Level 2: Unit 14-01
 English Level 2: Unit 14-10
 English Level 3: Unit 03-07
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

GRADE LEVEL EXPECTATION

- 6.29. (E) TX.128.22 (6.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- (i) 6.29. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
- The student is expected to demonstrate knowledge of verbs, tenses, and auxiliaries, wh- words, and pronouns/antecedents (2-8/ESL).

Grade 6

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02



English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 09-10
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-03
 English Level 2: Unit 12-04
 English Level 2: Unit 12-07
 English Level 2: Unit 12-09
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 14-06
 English Level 2: Unit 14-10
 English Level 2: Unit 15-03
 English Level 2: Unit 15-10
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

**GRADE LEVEL
EXPECTATION**

- 6.29. (E) TX.128.22 (6.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 6.29. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
- The student is expected to demonstrate knowledge of nominative, objective, and possessive case (2-8/ESL).

Grade 6

English Level 1: Unit 02-06
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 2: Unit 12-07
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 09-09
 English Level 3: Unit 12-10

**GRADE LEVEL
EXPECTATION**

- 6.29. (E) TX.128.22 (6.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively



address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

6.29. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:

The student is expected to demonstrate knowledge of parts of speech (2-8/ESL).

Grade 6

English Level 1: Unit 01-04
 English Level 1: Unit 01-08
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 1: Unit 08-08
 English Level 2: Unit 09-07
 English Level 2: Unit 09-10
 English Level 2: Unit 12-04
 English Level 2: Unit 12-07
 English Level 2: Unit 12-09
 English Level 2: Unit 13-02
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 09-09
 English Level 3: Unit 12-10

GRADE LEVEL EXPECTATION

6.29. (E) TX.128.22 (6.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

6.29. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:

The student is expected to demonstrate knowledge of negatives and contractions (2-8/ESL).

Grade 6

English Level 1: Unit 02-06
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-10
 English Level 2: Unit 12-07
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 09-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.29. (F)

TX.128.22 (6.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to construct correct sentences, including a variety of sentence types and styles (2-8/ESL).

Grade 6

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02



English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
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English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07



English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
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English Level 2: Unit 15-01
English Level 2: Unit 15-02
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English Level 2: Unit 15-06
English Level 2: Unit 15-07



English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
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English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05
English Level 3: Unit 01-01
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
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English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 09-01
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English Level 3: Unit 09-05



English Level 3: Unit 09-06
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 English Level 3: Unit 11-01
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 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.29. (G) TX.128.22 (6.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to combine multiple sentences into a unified sentence (2-8/ESL).

Grade 6

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01



English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 10-02
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
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English Level 2: Unit 11-06



English Level 2: Unit 11-07
English Level 2: Unit 11-08
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English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
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English Level 2: Unit 13-01
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English Level 2: Unit 13-04
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English Level 2: Unit 13-06
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-03
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05
English Level 3: Unit 01-01
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03



English Level 3: Unit 03-04
 English Level 3: Unit 03-05
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 04-02
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-05
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 05-02
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 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
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 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-07
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 6.29. (H) TX.128.22 (6.29.) - Spanish Language Arts and English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations



apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).

Grade 6

English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-03
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 03-01
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-10
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-06
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-06
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-02
English Level 1: Unit 08-05
English Level 1: Unit 08-10
English Level 2: Unit 09-03
English Level 2: Unit 09-05
English Level 2: Unit 09-08
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 13-01
English Level 2: Unit 13-10
English Level 2: Unit 14-06
English Level 2: Unit 15-02
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-01, 18-02, 18-03
English Level 3: Unit 02-01
English Level 3: Unit 02-03
English Level 3: Unit 02-06
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-08
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English Level 3: Unit 04-03
English Level 3: Unit 04-05
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 05-01
English Level 3: Unit 05-03



English Level 3: Unit 05-05
 English Level 3: Unit 05-07
 English Level 3: Unit 06-01
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 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 6.22. (A) TX.128.22 (6.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to describe how illustrations support written texts or tell a story (4-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07



English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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English Level 1: Unit 08-01
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English Level 1: Unit 08-04
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English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 16-01



English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 04-01
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 07-05
 English Level 3: Unit 08-03
 English Level 3: Unit 10-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-03
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 6.22. (B) TX.128.22 (6.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to tell important events and ideas gleaned from video segments, graphic art, or technology presentations (4-8/ESL).

Grade 6

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

STUDENT EXPECTATION 6.22. (C) TX.128.22 (6.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL).

Grade 6

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03



English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

STUDENT EXPECTATION 6.22. (D) TX.128.22 (6.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to distinguish the purposes of various media forms such as information, entertainment, and persuasion (4-8/ESL).

Grade 6

English Level 1: Unit 06-08
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03

STUDENT EXPECTATION 6.22. (E) TX.128.22 (6.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce visuals for his/her own messages, stories, and other kinds of communication (4-8/ESL).

Grade 6

English Level 1: Unit 01-01
 English Level 2: Unit 14-08

STUDENT EXPECTATION 6.22. (F) TX.128.22 (6.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to explore and describe how color, shape, and line influence the message (4-8/ESL).

Grade 6

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

STUDENT EXPECTATION 6.22. (G) TX.128.22 (6.30.) - Spanish Language Arts and English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce communications using technology or appropriate media (4-8/ESL).

Grade 6

English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 07-04



Rosetta Stone Version 2 - English Master

English Language Learners

Grade 7

United States Standards - Texas TEKS Standards

STUDENT EXPECTATION 7.1. (A) TX.128.23 (7.1.) - English as a Second Language: Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8).

Grade 7

English Level 1: Unit 05-11
 English Level 1: Unit 08-08
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 04-09
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-02
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STUDENT EXPECTATION 7.1. (C) TX.128.23 (7.1.) - English as a Second Language: Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to understand the major ideas and supporting evidence in spoken messages (4-8).

Grade 7

English Level 1: Unit 05-11
 English Level 1: Unit 08-08
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 04-09
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07



English Level 3: Unit 06-02
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STUDENT EXPECTATION 7.1. (D) TX.128.23 (7.1.) - English as a Second Language: Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).

Grade 7

English Level 1: Unit 04-04
 English Level 1: Unit 08-11
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

STUDENT EXPECTATION 7.1. (E) TX.128.23 (7.1.) - English as a Second Language: Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to distinguish and produce sounds and intonation patterns of English (K-8/ESL).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06



English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10



English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05



English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08



English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.2. (A) TX.128.23 (7.2.) - English as a Second Language: Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8).

Grade 7

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05

STUDENT EXPECTATION 7.2. (B) TX.128.23 (7.2.) - English as a Second Language: Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to analyze a speaker's persuasive techniques and credibility (7-8).

Grade 7

English Level 1: Unit 01-10

STUDENT EXPECTATION 7.2. (E) TX.128.23 (7.2.) - English as a Second Language: Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compare his/her own perception of a spoken message with the perception of others (6-8).

Grade 7

English Level 1: Unit 06-09



English Level 1: Unit 06-11
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 2: Unit 09-01
 English Level 2: Unit 11-05
 English Level 2: Unit 15-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.2. (F) TX.128.23 (7.2.) - English as a Second Language: Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to evaluate a spoken message in terms of its content, credibility, and delivery (6-8).

Grade 7

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 2: Unit 14-09

STUDENT EXPECTATION 7.3. (A) TX.128.23 (7.3.) - English as a Second Language: Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8).

Grade 7

English Level 1: Unit 05-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 7.3. (B) TX.128.23 (7.3.) - English as a Second Language: Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to analyze oral interpretations of literature for effects on the listener (6-8).

Grade 7

English Level 1: Unit 03-09
 English Level 2: Unit 14-09

STUDENT EXPECTATION 7.3. (C) TX.128.23 (7.3.) - English as a Second Language: Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to analyze the use of aesthetic language for its effects (6-8).

Grade 7

English Level 1: Unit 01-10

STUDENT EXPECTATION 7.4. (A) TX.128.23 (7.4.) - English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of culture. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8).

Grade 7

English Level 1: Unit 01-09
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 04-07
 English Level 1: Unit 06-05
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07



English Level 2: Unit 09-01
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 11-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 02-04
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.4. (B) TX.128.23 (7.4.) - English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of culture. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compare oral traditions across regions and cultures (4-8).

Grade 7

English Level 1: Unit 03-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 2: Unit 09-01
 English Level 2: Unit 11-05
 English Level 2: Unit 14-09
 English Level 2: Unit 15-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.4. (C) TX.128.23 (7.4.) - English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of culture. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to identify how language use such as labels and sayings reflects regions and cultures (4-8).

Grade 7

English Level 1: Unit 01-10

STUDENT EXPECTATION 7.5. (A) TX.128.23 (7.5.) - English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8).



Grade 7

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03



English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07



English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06



English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05



English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.5. (B)

TX.128.23 (7.5.) - English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8).

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 02-06
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-04
 English Level 2: Unit 09-05
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04



English Level 3: Unit 04-06
 English Level 3: Unit 09-07
 English Level 3: Unit 10-03
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02
 English Level 3: Unit 12-09

STUDENT EXPECTATION 7.5. (C) TX.128.23 (7.5.) - English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8).

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-04
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06



English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-04
 English Level 3: Unit 04-03
 English Level 3: Unit 04-05
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 05-02
 English Level 3: Unit 05-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

STUDENT EXPECTATION 7.5. (E) TX.128.23 (7.5.) - English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use effective rate, volume, pitch, and tone for the audience and setting (4-8).

Grade 7

English Level 2: Unit 09-08
 English Level 2: Unit 11-01

STUDENT EXPECTATION 7.5. (F) TX.128.23 (7.5.) - English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

Grade 7

English Level 1: Unit 07-01
 English Level 2: Unit 12-02
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-08
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 03-08
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 07-02
 English Level 3: Unit 07-04
 English Level 3: Unit 12-03

STUDENT EXPECTATION 7.5. (G) TX.128.23 (7.5.) - English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply



to the second language learner at his/her level of proficiency in English.

The student is expected to employ English content area vocabulary in context (K-8/ESL).

Grade 7

English Level 1: Unit 01-04
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 02-04
English Level 1: Unit 02-09
English Level 1: Unit 03-03
English Level 1: Unit 03-06
English Level 1: Unit 03-08
English Level 1: Unit 03-10
English Level 1: Unit 04-03
English Level 1: Unit 04-05
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 05-01
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-04
English Level 1: Unit 06-11
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-07
English Level 1: Unit 08-01
English Level 1: Unit 08-05
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-09
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-07
English Level 2: Unit 12-03
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-04



English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 04-01
 English Level 3: Unit 04-02
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-05
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05



English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 7.6. (A) TX.128.23 (7.6.) - English as a Second Language: Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8).

Grade 7

English Level 1: Unit 04-08
 English Level 1: Unit 07-01
 English Level 2: Unit 12-04
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 3: Unit 03-07

STUDENT EXPECTATION 7.6. (B) TX.128.23 (7.6.) - English as a Second Language: Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8).

Grade 7

English Level 1: Unit 07-01
 English Level 2: Unit 12-04
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 03-07

STUDENT EXPECTATION 7.6. (C) TX.128.23 (7.6.) - English as a Second Language: Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

Grade 7

English Level 1: Unit 02-09
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 7.7. (A) TX.128.23 (7.7.) - English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (7).

Grade 7

English Level 1: Unit 02-02
 English Level 1: Unit 04-09



English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-04
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.7. (B) TX.128.23 (7.7.) - English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7).

Grade 7

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 06-06



English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-04
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.7. (C) TX.128.23 (7.7.) - English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to adjust reading rate based on purposes for reading (4-8).

Grade 7

English Level 1: Unit 06-11
 English Level 2: Unit 10-06

STUDENT EXPECTATION 7.7. (D) TX.128.23 (7.7.) - English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8).

Grade 7

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.7. (E) TX.128.23 (7.7.) - English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to read silently with increasing ease for longer periods (4-8).

Grade 7

English Level 3: Unit 12-04

STUDENT EXPECTATION 7.8. (B) TX.128.23 (7.8.) - English as a Second Language: Reading/variety of texts. The student reads widely for



different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8).

Grade 7

English Level 1: Unit 01-05
 English Level 1: Unit 01-10
 English Level 1: Unit 03-08
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 06-08
 English Level 1: Unit 06-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 11-03
 English Level 2: Unit 11-08
 English Level 2: Unit 14-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-07
 English Level 3: Unit 06-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08

STUDENT EXPECTATION 7.8. (C)

TX.128.23 (7.8.) - English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).

Grade 7

English Level 1: Unit 06-11
 English Level 2: Unit 10-06
 English Level 3: Unit 12-04

STUDENT EXPECTATION 7.8. (D)

TX.128.23 (7.8.) - English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read to take action such as to complete forms, make informed recommendations, and write a response (6-8).

Grade 7

English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-08
 English Level 1: Unit 06-11
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 10-06
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 3: Unit 07-06
 English Level 3: Unit 12-01
 English Level 3: Unit 12-04

STUDENT EXPECTATION 7.9. (A)

TX.128.23 (7.9.) - English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop vocabulary by listening to selections read aloud (4-8).



Grade 7

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03



English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10



English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

STUDENT EXPECTATION 7.9. (B)

TX.128.23 (7.9.) - English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw on experiences to bring meanings to words in context such as interpreting figurative language idioms, multiple-meaning words, and analogies (6-8).

Grade 7

English Level 1: Unit 04-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 7.9. (C)

TX.128.23 (7.9.) - English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use multiple reference aids, including a thesaurus, synonym finder, dictionary, and software, to clarify meaning and usage (4-8).

Grade 7

English Level 1: Unit 02-09
 English Level 2: Unit 19-03, 19-04, 19-05



STUDENT EXPECTATION 7.9. (D) TX.128.23 (7.9.) - English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, or un- (4-8).

Grade 7

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 7.9. (E) TX.128.23 (7.9.) - English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to study word meanings systematically such as across curricular content areas and through current events (4-8).

Grade 7

English Level 1: Unit 02-09
 English Level 1: Unit 03-08
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 2: Unit 10-08
 English Level 2: Unit 10-10
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 16-04
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-06
 English Level 3: Unit 03-05
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08

STUDENT EXPECTATION 7.9. (F) TX.128.23 (7.9.) - English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to distinguish denotative and connotative meanings (6-8).

Grade 7

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 7.9. (G) TX.128.23 (7.9.) - English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use word origins as an aid to understanding historical influences on English word meanings (6-8).

Grade 7



English Level 2: Unit 14-10
English Level 2: Unit 19-06, 19-07, 19-08
English Level 3: Unit 03-05

STUDENT EXPECTATION 7.10. (A) TX.128.23 (7.10.) - English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use his/her own knowledge and experience to comprehend (4-8).

Grade 7

English Level 1: Unit 08-11

STUDENT EXPECTATION 7.10. (B) TX.128.23 (7.10.) - English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8).

Grade 7

English Level 1: Unit 06-11
English Level 2: Unit 10-06
English Level 2: Unit 12-08
English Level 3: Unit 03-07
English Level 3: Unit 04-05
English Level 3: Unit 12-04

STUDENT EXPECTATION 7.10. (C) TX.128.23 (7.10.) - English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8).

Grade 7

English Level 1: Unit 02-09
English Level 1: Unit 04-08
English Level 1: Unit 08-11
English Level 2: Unit 12-08
English Level 2: Unit 13-02
English Level 2: Unit 14-10
English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 7.10. (D) TX.128.23 (7.10.) - English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to describe mental images that text descriptions evoke (4-8).

Grade 7

English Level 1: Unit 08-11
English Level 2: Unit 11-08
English Level 3: Unit 03-05
English Level 3: Unit 06-03
English Level 3: Unit 12-04

STUDENT EXPECTATION 7.10. (E) TX.128.23 (7.10.) - English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).

Grade 7

English Level 1: Unit 06-02
English Level 1: Unit 06-08
English Level 2: Unit 10-01
English Level 2: Unit 10-04



English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 7.10. (F) TX.128.23 (7.10.) - English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details (4-8).

Grade 7

English Level 1: Unit 06-08
 English Level 2: Unit 09-02
 English Level 2: Unit 11-08
 English Level 3: Unit 01-06
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 05-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.10. (G) TX.128.23 (7.10.) - English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to paraphrase and summarize text to recall, inform, or organize ideas (4-8).

Grade 7

English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 12-08
 English Level 3: Unit 03-05
 English Level 3: Unit 06-03
 English Level 3: Unit 12-04

STUDENT EXPECTATION 7.10. (H) TX.128.23 (7.10.) - English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).



Grade 7

English Level 2: Unit 09-02
 English Level 3: Unit 01-06
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 05-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.10. (I) TX.128.23 (7.10.) - English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to find similarities and differences across texts such as in treatment, scope, or organization (4-8).

Grade 7

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 2: Unit 09-01
 English Level 2: Unit 12-08

STUDENT EXPECTATION 7.10. (J) TX.128.23 (7.10.) - English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to distinguish fact and opinion in various texts (4-8).

Grade 7

English Level 2: Unit 12-09

STUDENT EXPECTATION 7.10. (K) TX.128.23 (7.10.) - English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8).

Grade 7

English Level 1: Unit 01-10
 English Level 2: Unit 11-08
 English Level 3: Unit 03-01
 English Level 3: Unit 03-04
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08



English Level 3: Unit 04-05
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-06
 English Level 3: Unit 09-09
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03

STUDENT EXPECTATION 7.10. (L)

TX.128.23 (7.10.) - English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

Grade 7

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04



English Level 3: Unit 09-05

English Level 3: Unit 12-04

STUDENT EXPECTATION 7.10. (M) TX.128.23 (7.10.) - English as a Second Language: Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).

Grade 7

English Level 1: Unit 08-11

English Level 2: Unit 11-08

English Level 2: Unit 12-04

English Level 2: Unit 12-08

English Level 3: Unit 03-05

English Level 3: Unit 06-03

English Level 3: Unit 07-05

English Level 3: Unit 12-04

STUDENT EXPECTATION 7.11. (A) TX.128.23 (7.11.) - English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8).

Grade 7

English Level 1: Unit 05-02

English Level 2: Unit 11-08

English Level 3: Unit 03-05

English Level 3: Unit 03-07

English Level 3: Unit 04-05

English Level 3: Unit 06-01

English Level 3: Unit 06-02

English Level 3: Unit 06-03

English Level 3: Unit 09-06

English Level 3: Unit 12-03

English Level 3: Unit 12-04

STUDENT EXPECTATION 7.11. (B) TX.128.23 (7.11.) - English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to interpret text ideas through such varied means journal writing, discussion, enactment, and media (4-8).

Grade 7

English Level 1: Unit 04-04

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 06-06

English Level 1: Unit 06-10

English Level 1: Unit 07-06

English Level 1: Unit 08-03

English Level 1: Unit 08-07

English Level 1: Unit 08-11

English Level 2: Unit 09-07

English Level 2: Unit 10-03

English Level 2: Unit 10-07

English Level 2: Unit 11-02

English Level 2: Unit 12-01

English Level 2: Unit 12-02

English Level 2: Unit 12-06

English Level 2: Unit 12-10

English Level 2: Unit 13-05

English Level 2: Unit 13-06

English Level 2: Unit 14-01



English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-06
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 06-01
 English Level 3: Unit 09-01
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04

STUDENT EXPECTATION 7.11. (C) TX.128.23 (7.11.) - English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to support responses by referring to relevant aspects of text and his/her own experiences (4-8).

Grade 7

English Level 2: Unit 09-02
 English Level 2: Unit 11-08
 English Level 3: Unit 01-06
 English Level 3: Unit 03-05
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 05-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.11. (D) TX.128.23 (7.11.) - English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to connect, compare, and contrast ideas, themes, and issues across text (4-8).

Grade 7

English Level 1: Unit 05-11

English Level 2: Unit 09-01

English Level 2: Unit 12-08

STUDENT EXPECTATION 7.12. (A) TX.128.23 (7.12.) - English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).

Grade 7

English Level 1: Unit 05-02

English Level 1: Unit 06-11

English Level 2: Unit 10-06

STUDENT EXPECTATION 7.12. (B) TX.128.23 (7.12.) - English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8).

Grade 7

English Level 1: Unit 03-08

English Level 1: Unit 06-11

English Level 2: Unit 10-07

English Level 2: Unit 14-09

English Level 3: Unit 03-05

English Level 3: Unit 06-04

English Level 3: Unit 09-05

English Level 3: Unit 09-06

English Level 3: Unit 11-02

English Level 3: Unit 12-05

English Level 3: Unit 12-06

English Level 3: Unit 12-07

STUDENT EXPECTATION 7.12. (C) TX.128.23 (7.12.) - English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8).

Grade 7

English Level 1: Unit 05-11

English Level 2: Unit 09-01

STUDENT EXPECTATION 7.12. (D) TX.128.23 (7.12.) - English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7).

Grade 7

English Level 3: Unit 03-07

STUDENT EXPECTATION 7.12. (F) TX.128.23 (7.12.) - English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).

Grade 7

English Level 1: Unit 05-02



English Level 1: Unit 05-11
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 14-05
 English Level 2: Unit 15-01

STUDENT EXPECTATION 7.12. (G) TX.128.23 (7.12.) - English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to recognize and analyze story plot, setting, and problem resolution (4-8).

Grade 7

English Level 1: Unit 05-02
 English Level 1: Unit 06-02

STUDENT EXPECTATION 7.12. (I) TX.128.23 (7.12.) - English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8).

Grade 7

English Level 1: Unit 05-11
 English Level 2: Unit 09-01
 English Level 2: Unit 12-08

STUDENT EXPECTATION 7.12. (J) TX.128.23 (7.12.) - English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).

Grade 7

English Level 1: Unit 05-02
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 12-03

STUDENT EXPECTATION 7.12. (K) TX.128.23 (7.12.) - English as a Second Language: Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to recognize how style, tone, and mood contribute to the effect of the text (6-8).

Grade 7

English Level 1: Unit 05-02

STUDENT EXPECTATION 7.13. (A) TX.128.23 (7.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05



English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06



English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 7.13. (B) TX.128.23 (7.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06



English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07



STUDENT EXPECTATION 7.13. (C) TX.128.23 (7.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-04
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-02
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06



English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-01
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-09
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-01
 English Level 3: Unit 10-04
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 7.13. (D) TX.128.23 (7.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to interpret and use graphic sources of information such as maps, graphs, timelines or tables to address research questions (4-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08



English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-07
English Level 3: Unit 01-08



English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 7.13. (E) TX.128.23 (7.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03



English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01



English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-05
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 7.13. (F) TX.128.23 (7.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce research projects and reports in effective formats for various audiences (6-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 2: Unit 10-03
 English Level 2: Unit 12-10
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 06-04
 English Level 3: Unit 08-04



English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 7.13. (G) TX.128.23 (7.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to draw conclusions from information gathered from multiple sources (4-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08



English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 7.13. (I) TX.128.23 (7.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to present organized statements, reports, and speeches using visuals or media to support meaning (6-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08



English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 2: Unit 10-03
 English Level 2: Unit 12-10
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 06-04
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 7.14. (A) TX.128.23 (7.14.) - English as a Second Language: Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compare text events with his/her own and other readers' experiences (4-8).

Grade 7

English Level 2: Unit 15-01

STUDENT EXPECTATION 7.14. (C) TX.128.23 (7.14.) - English as a Second Language: Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to articulate and discuss themes and connections that cross cultures (4-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07



English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09



English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05



English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02



English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.15. (A) TX.128.23 (7.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8).

Grade 7

English Level 1: Unit 05-07
 English Level 2: Unit 09-03
 English Level 2: Unit 11-10
 English Level 2: Unit 13-01
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 3: Unit 01-05
 English Level 3: Unit 02-01
 English Level 3: Unit 02-04
 English Level 3: Unit 03-03



English Level 3: Unit 03-08
 English Level 3: Unit 04-07
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 08-02
 English Level 3: Unit 10-04

STUDENT EXPECTATION 7.15. (B) TX.128.23 (7.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to influence such as to persuade, argue, and request (4-8).

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 05-07
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 3: Unit 02-01
 English Level 3: Unit 03-02
 English Level 3: Unit 04-01
 English Level 3: Unit 04-05
 English Level 3: Unit 07-04

STUDENT EXPECTATION 7.15. (C) TX.128.23 (7.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to inform such as to explain, describe, report, and narrate (4-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-07
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-04
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-08



English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-06
English Level 2: Unit 09-09
English Level 2: Unit 10-01
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 11-02
English Level 2: Unit 11-06
English Level 2: Unit 11-09
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-07
English Level 2: Unit 12-10
English Level 2: Unit 14-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-07, 18-08, 18-09
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-03
English Level 3: Unit 02-05
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-06
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-07
English Level 3: Unit 07-02
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01



English Level 3: Unit 09-02
 English Level 3: Unit 09-04
 English Level 3: Unit 09-06
 English Level 3: Unit 10-01
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 7.15. (D) TX.128.23 (7.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to entertain such as to compose humorous poems or short stories (4-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-04
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-04
 English Level 1: Unit 06-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08



English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-02
 English Level 3: Unit 01-06
 English Level 3: Unit 02-05
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 09-03
 English Level 3: Unit 11-04

STUDENT EXPECTATION 7.15. (E) TX.128.23 (7.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to select and use voice and style appropriate to audience and purpose (6-8).

Grade 7

English Level 1: Unit 04-10
 English Level 3: Unit 01-02

STUDENT EXPECTATION 7.15. (F) TX.128.23 (7.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to choose the appropriate form for his/her own purpose for writing such as journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8).

Grade 7

English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-07
 English Level 1: Unit 04-04
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 08-03
 English Level 1: Unit 08-05



English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-06
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-03
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 04-03
 English Level 3: Unit 04-06
 English Level 3: Unit 04-09
 English Level 3: Unit 05-01
 English Level 3: Unit 05-07
 English Level 3: Unit 06-01
 English Level 3: Unit 07-04
 English Level 3: Unit 07-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08

STUDENT EXPECTATION 7.15. (G) TX.128.23 (7.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to use literary devices effectively such as suspense, dialogue, and figurative language (5-8).

Grade 7

English Level 1: Unit 02-03
 English Level 2: Unit 09-04
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-06
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 3: Unit 01-04
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 04-09
 English Level 3: Unit 05-02
 English Level 3: Unit 05-04
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01

STUDENT EXPECTATION 7.15. (H) TX.128.23 (7.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).

Grade 7

English Level 1: Unit 01-02
 English Level 1: Unit 01-05
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-10
 English Level 1: Unit 07-03
 English Level 1: Unit 07-06
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-08
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-08



English Level 2: Unit 13-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-10
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 02-02
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 04-01
 English Level 3: Unit 04-02
 English Level 3: Unit 04-04
 English Level 3: Unit 04-09
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-03
 English Level 3: Unit 05-05
 English Level 3: Unit 06-01
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 08-01
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 7.16. (B) TX.128.23 (7.16.) - English as a Second Language: Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8).

Grade 7

English Level 2: Unit 12-06
 English Level 2: Unit 16-04

STUDENT EXPECTATION 7.16. (C) TX.128.23 (7.16.) - English as a Second Language: Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to spell derivatives correctly by applying the spellings of bases and affixes (7-8).

Grade 7

English Level 2: Unit 09-02

STUDENT EXPECTATION 7.16. (D) TX.128.23 (7.16.) - English as a Second Language: Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization,



punctuation, handwriting, penmanship and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to spell frequently misspelled words correctly such as their, they're, and there (7-8).

Grade 7

English Level 2: Unit 09-02

STUDENT EXPECTATION 7.16. (E) TX.128.23 (7.16.) - English as a Second Language: Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use resources to find correct spellings (4-8).

Grade 7

English Level 2: Unit 09-02

STUDENT EXPECTATION 7.16. (F) TX.128.23 (7.16.) - English as a Second Language: Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to spell accurately in final drafts (4-8).

Grade 7

English Level 2: Unit 09-02

STUDENT EXPECTATION 7.16. (G) TX.128.23 (7.16.) - English as a Second Language: Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, handwriting, penmanship and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to understand the influence of other languages and cultures on the spelling of English words (6-8).

Grade 7

English Level 2: Unit 09-02

STUDENT EXPECTATION 7.17. (A) TX.128.23 (7.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8).

Grade 7

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08



English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04



English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05



English Level 3: Unit 01-01
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-10
English Level 3: Unit 05-02
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-08



English Level 3: Unit 12-09
English Level 3: Unit 12-10

STUDENT EXPECTATION 7.17. (B) TX.128.23 (7.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use conjunctions to connect ideas meaningfully (4-8).

Grade 7

English Level 1: Unit 04-10

STUDENT EXPECTATION 7.17. (C) TX.128.23 (7.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).

Grade 7

English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-06
English Level 1: Unit 02-10
English Level 1: Unit 03-09
English Level 1: Unit 04-05
English Level 1: Unit 04-10
English Level 1: Unit 05-05
English Level 1: Unit 05-11
English Level 1: Unit 06-06
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 12-07
English Level 2: Unit 13-03
English Level 3: Unit 01-02
English Level 3: Unit 03-06
English Level 3: Unit 03-08
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 09-07
English Level 3: Unit 09-09
English Level 3: Unit 12-08
English Level 3: Unit 12-10

STUDENT EXPECTATION 7.17. (D) TX.128.23 (7.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use adjectives (comparatives and superlatives forms) and adverbs appropriately to make writing vivid or precise (4-8).

Grade 7

English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-05
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 02-01
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-07
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-07



English Level 1: Unit 04-05
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-07
 English Level 1: Unit 06-10
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-06
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-08
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 11-05
 English Level 2: Unit 11-09
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-06
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 02-02
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 04-01
 English Level 3: Unit 04-02
 English Level 3: Unit 04-04
 English Level 3: Unit 04-09
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-03
 English Level 3: Unit 05-05
 English Level 3: Unit 06-01



English Level 3: Unit 06-05
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 08-01
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 7.17. (E) TX.128.23 (7.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use prepositional phrases to elaborate written ideas (4-8).

Grade 7

English Level 1: Unit 02-08
 English Level 1: Unit 04-05
 English Level 2: Unit 12-09

STUDENT EXPECTATION 7.17. (F) TX.128.23 (7.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8).

Grade 7

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-10
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-06
 English Level 2: Unit 09-08
 English Level 2: Unit 09-10
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-03
 English Level 2: Unit 12-04
 English Level 2: Unit 12-09



English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 14-06
 English Level 2: Unit 14-10
 English Level 2: Unit 15-03
 English Level 2: Unit 15-10
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.17. (G) TX.128.23 (7.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write with increasing accuracy when using apostrophes in contractions such as won't and possessives such as Smith's (4-8).

Grade 7

English Level 1: Unit 02-06
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 2: Unit 09-02
 English Level 2: Unit 12-07
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 09-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.17. (H) TX.128.23 (7.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write with increasing accuracy when using pronoun case such as 'She had the party.' (6-8).

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 03-09
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-06
 English Level 2: Unit 09-07
 English Level 2: Unit 12-07
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-10



STUDENT EXPECTATION 7.18. (A) TX.128.23 (7.18.) - English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8).

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 04-10
 English Level 2: Unit 13-05
 English Level 2: Unit 15-08
 English Level 2: Unit 17-07, 17-08
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04

STUDENT EXPECTATION 7.18. (B) TX.128.23 (7.18.) - English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 03-01
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-06
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-05
 English Level 1: Unit 08-10
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-08
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 13-01
 English Level 2: Unit 13-10
 English Level 2: Unit 14-06
 English Level 2: Unit 15-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 18-01, 18-02, 18-03
English Level 3: Unit 02-01
English Level 3: Unit 02-03
English Level 3: Unit 02-06
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-03
English Level 3: Unit 04-05
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 05-01
English Level 3: Unit 05-03
English Level 3: Unit 05-05
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07



English Level 3: Unit 12-08

English Level 3: Unit 12-09

STUDENT EXPECTATION 7.18. (F) TX.128.23 (7.18.) - English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use available technology to support aspects of creating, revising, editing, and publishing texts (4-8).

Grade 7

English Level 1: Unit 08-11

English Level 2: Unit 10-09

English Level 2: Unit 11-02

English Level 2: Unit 11-05

English Level 2: Unit 13-01

English Level 2: Unit 14-06

English Level 2: Unit 15-09

English Level 2: Unit 17-01, 17-02, 17-03

English Level 2: Unit 17-04, 17-05, 17-06

English Level 2: Unit 17-09, 17-10

English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 7.18. (G) TX.128.23 (7.18.) - English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to refine selected pieces frequently to 'publish' for general and specific audiences (4-8).

Grade 7

English Level 1: Unit 08-11

English Level 2: Unit 11-05

English Level 2: Unit 17-09, 17-10

English Level 2: Unit 19-06, 19-07, 19-08

English Level 3: Unit 01-02

STUDENT EXPECTATION 7.18. (H) TX.128.23 (7.18.) - English as a Second Language: Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to proofread his/her own writing and that of others (4-8).

Grade 7

English Level 1: Unit 02-03

English Level 1: Unit 03-01

STUDENT EXPECTATION 7.19. (A) TX.128.23 (7.19.) - English as a Second Language: Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to apply criteria to evaluate writing (4-8).

Grade 7

English Level 1: Unit 02-03

English Level 1: Unit 03-01

STUDENT EXPECTATION 7.19. (B) TX.128.23 (7.19.) - English as a Second Language: Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to respond in constructive ways to others' writings (4-8).

Grade 7

English Level 1: Unit 02-03

English Level 1: Unit 03-01

STUDENT EXPECTATION 7.20. (A) TX.128.23 (7.20.) - English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to frame questions to direct research (4-8).

Grade 7

English Level 1: Unit 01-01
English Level 1: Unit 01-03
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 7.20. (B) TX.128.23 (7.20.) - English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 06-04
 English Level 3: Unit 07-04
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 7.20. (C) TX.128.23 (7.20.) - English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8).

Grade 7

English Level 1: Unit 04-04
 English Level 2: Unit 15-08



STUDENT EXPECTATION 7.20. (D) TX.128.23 (7.20.) - English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8).

Grade 7

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-05

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-08

English Level 1: Unit 06-10

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-06

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-02

English Level 1: Unit 08-03

English Level 1: Unit 08-04

English Level 1: Unit 08-06

English Level 1: Unit 08-07

English Level 1: Unit 08-09

English Level 1: Unit 08-10

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 09-03

English Level 2: Unit 09-07

English Level 2: Unit 10-03

English Level 2: Unit 10-04

English Level 2: Unit 10-07

English Level 2: Unit 11-02

English Level 2: Unit 11-03

English Level 2: Unit 11-04

English Level 2: Unit 11-05

English Level 2: Unit 11-08

English Level 2: Unit 11-10



English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-06
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-01
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-06
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09



English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 7.20. (E) TX.128.23 (7.20.) - English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to present information in various forms using available technology (4-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-05
 English Level 1: Unit 02-05
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-09
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 06-01
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 2: Unit 09-02
 English Level 2: Unit 09-04
 English Level 2: Unit 09-08
 English Level 2: Unit 10-03
 English Level 2: Unit 10-06
 English Level 2: Unit 10-09
 English Level 2: Unit 11-05
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-06
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02



English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-04
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 06-04
 English Level 3: Unit 08-01
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 7.20. (F) TX.128.23 (7.20.) - English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to evaluate his/her own research and frame new questions for further investigation (4-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09



English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05



English Level 3: Unit 12-06

English Level 3: Unit 12-07

STUDENT EXPECTATION 7.20. (G) TX.128.23 (7.20.) - English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to follow accepted formats for writing research, including documenting sources (6-8).

Grade 7

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-05

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-06

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-02

English Level 1: Unit 08-04

English Level 1: Unit 08-06

English Level 1: Unit 08-09

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 09-03

English Level 2: Unit 10-03

English Level 2: Unit 10-04

English Level 2: Unit 10-07

English Level 2: Unit 11-02

English Level 2: Unit 11-03

English Level 2: Unit 11-04

English Level 2: Unit 11-05

English Level 2: Unit 11-10

English Level 2: Unit 12-08

English Level 2: Unit 12-10

English Level 2: Unit 14-04

English Level 2: Unit 14-07

English Level 2: Unit 14-08

English Level 2: Unit 15-02

English Level 2: Unit 15-04

English Level 2: Unit 15-10

English Level 2: Unit 16-04



English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 7.21. (A) TX.128.23 (7.21.) - English as a Second Language: Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8).

Grade 7

English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 06-11
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 11-02
 English Level 2: Unit 13-01
 English Level 2: Unit 14-06
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 04-03
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 10-06
 English Level 3: Unit 10-08
 English Level 3: Unit 11-01

STUDENT EXPECTATION 7.21. (B) TX.128.23 (7.21.) - English as a Second Language: Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to correspond with peers or others via e-mail or conventional mail (4-8).

Grade 7

English Level 3: Unit 03-01
 English Level 3: Unit 04-03

STUDENT EXPECTATION 7.21. (C) TX.128.23 (7.21.) - English as a Second Language: Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to identify challenges faced by published authors and strategies they use to compose various types of text (7-8).

Grade 7

English Level 3: Unit 12-04

STUDENT EXPECTATION 7.22. (A) TX.128.23 (7.22.) - English as a Second Language: Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02



English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08



English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-06
 English Level 2: Unit 11-07
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 02-03
 English Level 3: Unit 04-01
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08



English Level 3: Unit 04-10
 English Level 3: Unit 07-05
 English Level 3: Unit 08-03
 English Level 3: Unit 10-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-03
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 7.22. (B) TX.128.23 (7.22.) - English as a Second Language: Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8).

Grade 7

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 15-09
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

STUDENT EXPECTATION 7.22. (C) TX.128.23 (7.22.) - English as a Second Language: Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use media to compare ideas and points of view (4-8).

Grade 7

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10
 English Level 2: Unit 09-01



English Level 2: Unit 11-05
 English Level 2: Unit 13-03
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.23. (A) TX.128.23 (7.23.) - English as a Second Language: Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8).

Grade 7

English Level 1: Unit 02-01
 English Level 1: Unit 02-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-10
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 08-10
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-09
 English Level 2: Unit 10-03
 English Level 2: Unit 11-02
 English Level 2: Unit 11-07
 English Level 2: Unit 14-03
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 04-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04



English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-07

STUDENT EXPECTATION 7.23. (B) TX.128.23 (7.23.) - English as a Second Language: Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare and contrast print, visual, and electronic media such as film with written story (4-8).

Grade 7

English Level 1: Unit 06-08
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03

STUDENT EXPECTATION 7.23. (C) TX.128.23 (7.23.) - English as a Second Language: Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to evaluate the purposes and effects of various media such as film, print, and technology presentations (6-8).

Grade 7

English Level 1: Unit 06-08
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03

STUDENT EXPECTATION 7.23. (D) TX.128.23 (7.23.) - English as a Second Language: Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to evaluate how different media forms influence and inform (6-8).

Grade 7

English Level 1: Unit 06-08
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03

STUDENT EXPECTATION 7.24. (A) TX.128.23 (7.24.) - English as a Second Language: Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to select, organize, or produce visuals to complement and extend meanings (4-8).

Grade 7

English Level 1: Unit 01-01
 English Level 2: Unit 14-08

STUDENT EXPECTATION 7.24. (B) TX.128.23 (7.24.) - English as a Second Language: Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-01



English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-09
 English Level 2: Unit 12-10
 English Level 2: Unit 14-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 03-06
 English Level 3: Unit 06-04
 English Level 3: Unit 07-04
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 7.24. (C) TX.128.23 (7.24.) - English as a Second Language: Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to assess how language, medium, and presentation contribute to the message (6-8).

Grade 7

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 1: Unit 06-08
 English Level 2: Unit 14-09
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03

STUDENT EXPECTATION 7.25. (B) TX.128.23 (7.25.) - English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use prior knowledge and experiences to understand meanings in English (K-8/ESL).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04



English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06



English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
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English Level 2: Unit 11-05
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English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
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English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02



English Level 2: Unit 15-03
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 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
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 English Level 3: Unit 03-05
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 04-02
 English Level 3: Unit 04-03
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 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-09
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03



English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.25. (D) TX.128.23 (7.25.) - English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL).

Grade 7

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01



English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
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English Level 2: Unit 09-01
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English Level 2: Unit 10-01
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English Level 2: Unit 12-01
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English Level 2: Unit 13-01
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English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09



English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
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 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
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 English Level 2: Unit 16-01
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 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

STUDENT EXPECTATION 7.25. (E) TX.128.23 (7.25.) - English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03



English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
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English Level 1: Unit 03-06
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English Level 1: Unit 04-01
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English Level 1: Unit 05-01
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English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01



English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
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English Level 2: Unit 09-08
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English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
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English Level 2: Unit 15-07
English Level 2: Unit 15-08



English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
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 English Level 3: Unit 02-01
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 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-09
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 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02



English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
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 English Level 3: Unit 09-06
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 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
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 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.25. (F) TX.128.23 (7.25.) - English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to make connections across content areas and use and reuse language and concepts in different ways (4-8/ESL).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02



English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 05-01
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
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English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 1: Unit 08-06



English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
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English Level 2: Unit 10-01
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English Level 2: Unit 14-01
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English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
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English Level 2: Unit 15-06



English Level 2: Unit 15-07
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English Level 2: Unit 16-01
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English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
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English Level 3: Unit 02-01
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English Level 3: Unit 02-06
English Level 3: Unit 03-01
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English Level 3: Unit 03-07
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English Level 3: Unit 04-01
English Level 3: Unit 04-02
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English Level 3: Unit 05-01
English Level 3: Unit 05-02
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English Level 3: Unit 05-06
English Level 3: Unit 05-07



English Level 3: Unit 06-01
 English Level 3: Unit 06-02
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 English Level 3: Unit 06-07
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
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 English Level 3: Unit 11-01
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 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.25. (G) TX.128.23 (7.25.) - English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use accessible language and learn new and essential language in the process (4-8/ESL).

Grade 7



English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
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English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
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English Level 1: Unit 07-05
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English Level 2: Unit 13-09
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English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 03-08
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English Level 3: Unit 11-01
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English Level 3: Unit 11-05
English Level 3: Unit 12-01



English Level 3: Unit 12-02
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.26. (A) TX.128.23 (7.26.) - English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes such as taking notes (4-8/ESL).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
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 English Level 1: Unit 02-01
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 English Level 1: Unit 05-09



English Level 1: Unit 05-10
English Level 1: Unit 05-11
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English Level 2: Unit 12-01



English Level 2: Unit 12-02
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
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 English Level 3: Unit 02-04
 English Level 3: Unit 02-05



English Level 3: Unit 02-06
 English Level 3: Unit 04-02
 English Level 3: Unit 04-06
 English Level 3: Unit 04-09
 English Level 3: Unit 05-01
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 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STUDENT EXPECTATION 7.26. (B) TX.128.23 (7.26.) - English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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 English Level 1: Unit 03-08
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 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02



English Level 1: Unit 04-03
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English Level 2: Unit 16-10



English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.26. (C) TX.128.23 (7.26.) - English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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 English Level 1: Unit 02-01
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English Level 1: Unit 02-05
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English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
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English Level 1: Unit 05-06
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English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-08
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English Level 1: Unit 08-01
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English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 2: Unit 09-01



English Level 2: Unit 09-02
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English Level 2: Unit 09-08
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English Level 2: Unit 12-01
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07



English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

STUDENT EXPECTATION 7.26. (D) TX.128.23 (7.26.) - English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-01
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05



English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
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English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
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English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 10-01
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07



English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-03
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09



English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
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English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02



English Level 3: Unit 10-03
 English Level 3: Unit 10-04
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 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.26. (E) TX.128.23 (7.26.) - English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL).

Grade 7

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 2: Unit 14-09

STUDENT EXPECTATION 7.26. (F) TX.128.23 (7.26.) - English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to infer meaning by making associations of utterances with actions, visuals, and the context of the situation (4-8/ESL).

Grade 7

English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-08
 English Level 1: Unit 05-10
 English Level 1: Unit 06-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05



STUDENT EXPECTATION 7.27. (A) TX.128.23 (7.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify people, places, objects, events, and basic concepts such as numbers, days of the week, food, occupations, and time (K-8/ESL).

Grade 7

English Level 1: Unit 01-03
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-03
 English Level 1: Unit 05-04
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 2: Unit 10-02
 English Level 2: Unit 10-08

STUDENT EXPECTATION 7.27. (B) TX.128.23 (7.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03



English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-04
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English Level 1: Unit 05-11
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05



English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
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English Level 2: Unit 13-01
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English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
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English Level 3: Unit 02-01
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English Level 3: Unit 07-08



English Level 3: Unit 07-09
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 English Level 3: Unit 08-01
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 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.27. (C) TX.128.23 (7.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL).

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-09



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-05
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-06
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-06

STUDENT EXPECTATION 7.27. (D) TX.128.23 (7.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (4-8/ESL).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09



English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
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English Level 1: Unit 06-07
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English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-11
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01



English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
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English Level 2: Unit 16-01
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English Level 2: Unit 16-07



English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 07-05
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 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.27. (E) TX.128.23 (7.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL).

Grade 7

English Level 1: Unit 04-05
 English Level 1: Unit 05-10
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 2: Unit 09-04
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 10-02
 English Level 2: Unit 10-05



English Level 2: Unit 10-10
 English Level 2: Unit 13-06
 English Level 3: Unit 02-05
 English Level 3: Unit 11-04

STUDENT EXPECTATION 7.27. (F) TX.128.23 (7.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
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 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01



English Level 1: Unit 06-02
English Level 1: Unit 06-03
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English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
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English Level 2: Unit 12-03
English Level 2: Unit 12-04



English Level 2: Unit 12-05
English Level 2: Unit 12-06
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English Level 2: Unit 13-01
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English Level 2: Unit 14-01
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English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 01-03
English Level 3: Unit 01-04
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English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09



English Level 3: Unit 01-10
English Level 3: Unit 02-01
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English Level 3: Unit 03-01
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English Level 3: Unit 10-01
English Level 3: Unit 10-02



English Level 3: Unit 10-03
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 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.27. (G) TX.128.23 (7.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
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 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
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 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-10



English Level 1: Unit 05-02
English Level 1: Unit 05-03
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English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05



English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06



English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.27. (H) TX.128.23 (7.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to describe the immediate surroundings such as classroom, school, or home (K-8/ESL).

Grade 7

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10



English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-10
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-11
English Level 1: Unit 08-03
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-09
English Level 2: Unit 09-05
English Level 2: Unit 09-09
English Level 2: Unit 10-06
English Level 2: Unit 10-08
English Level 2: Unit 12-01
English Level 2: Unit 12-07
English Level 2: Unit 13-02
English Level 2: Unit 13-04
English Level 2: Unit 13-07
English Level 2: Unit 13-09
English Level 2: Unit 14-02
English Level 2: Unit 14-09
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-09
English Level 2: Unit 16-10
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 3: Unit 01-01
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-10
English Level 3: Unit 02-04
English Level 3: Unit 03-06
English Level 3: Unit 03-08
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 05-01
English Level 3: Unit 05-04
English Level 3: Unit 05-05



English Level 3: Unit 05-06
 English Level 3: Unit 06-01
 English Level 3: Unit 06-05
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 08-06
 English Level 3: Unit 09-04
 English Level 3: Unit 10-06
 English Level 3: Unit 12-01

STUDENT EXPECTATION 7.28. (C) TX.128.23 (7.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL).

Grade 7

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 1: Unit 08-11
 English Level 2: Unit 12-08

STUDENT EXPECTATION 7.28. (D) TX.128.23 (7.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to participate in shared reading (K-8/ESL).

Grade 7

English Level 1: Unit 05-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 7.28. (E) TX.128.23 (7.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop basic sight vocabulary (K-8/ESL).

Grade 7

English Level 1: Unit 03-08
 English Level 1: Unit 07-01

STUDENT EXPECTATION 7.28. (F) TX.128.23 (7.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL).

Grade 7

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 12-04
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 03-07

STUDENT EXPECTATION 7.28. (G) TX.128.23 (7.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to read silently with increasing ease for longer periods (K-8/ESL).

Grade 7

English Level 3: Unit 12-04

STUDENT EXPECTATION 7.28. (H) TX.128.23 (7.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use print from the environment to derive meaning (K-8/ESL).

Grade 7

English Level 2: Unit 11-07

English Level 2: Unit 12-02

STUDENT EXPECTATION 7.28. (I) TX.128.23 (7.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use graphic organizers as pre-reading activities to prepare for reading text (K-8/ESL).

Grade 7

English Level 1: Unit 06-11

English Level 2: Unit 10-06

STUDENT EXPECTATION 7.28. (J) TX.128.23 (7.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience (4-8/ESL).

Grade 7

English Level 1: Unit 02-02

English Level 1: Unit 04-09

English Level 1: Unit 05-01

English Level 1: Unit 05-10

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 2: Unit 09-03

English Level 2: Unit 10-01

English Level 2: Unit 10-03

English Level 2: Unit 10-05

English Level 2: Unit 10-06

English Level 2: Unit 10-07

English Level 2: Unit 10-08

English Level 2: Unit 11-01

English Level 2: Unit 11-02

English Level 2: Unit 11-04

English Level 2: Unit 11-08

English Level 2: Unit 11-09

English Level 2: Unit 12-06

English Level 2: Unit 13-01

English Level 2: Unit 13-04

English Level 2: Unit 13-07

English Level 2: Unit 14-01

English Level 2: Unit 15-03

English Level 2: Unit 15-07

English Level 2: Unit 15-10

English Level 2: Unit 16-07

English Level 2: Unit 18-04, 18-05, 18-06

English Level 3: Unit 03-07

English Level 3: Unit 06-06



English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.28. (K) TX.128.23 (7.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to retell, role-play, and/or visually illustrate the order of events (4-8/ESL).

Grade 7

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 03-05
 English Level 3: Unit 06-03
 English Level 3: Unit 12-04

STUDENT EXPECTATION 7.29. (A) TX.128.23 (7.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use basic capitalization and punctuation such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (4-8/ESL).

Grade 7

English Level 2: Unit 12-06
 English Level 2: Unit 16-04

STUDENT EXPECTATION 7.29. (B) TX.128.23 (7.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL).

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 04-10
 English Level 2: Unit 13-05
 English Level 2: Unit 15-08
 English Level 2: Unit 17-07, 17-08
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04

STUDENT EXPECTATION 7.29. (C) TX.128.23 (7.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write with more proficient use of orthographic patterns and rules such as qu together, consonant doubling, dropping final e, and changing y to i (2-8/ESL).

Grade 7

English Level 2: Unit 09-02

STUDENT EXPECTATION 7.29. (D) TX.128.23 (7.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in



language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2-8/ESL).

Grade 7

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 12-07
 English Level 2: Unit 13-03
 English Level 2: Unit 14-01
 English Level 2: Unit 14-10
 English Level 3: Unit 03-07
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

GRADE LEVEL EXPECTATION

- 7.29. (E) TX.128.23 (7.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- (i) 7.29. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
- The student is expected to demonstrate knowledge of verbs, tenses, and auxiliaries, wh- words, and pronouns/antecedents (2-8/ESL).

Grade 7

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06



English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 09-10
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-03
 English Level 2: Unit 12-04
 English Level 2: Unit 12-07
 English Level 2: Unit 12-09
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 14-06
 English Level 2: Unit 14-10
 English Level 2: Unit 15-03
 English Level 2: Unit 15-10
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXPECTATION

- 7.29. (E) TX.128.23 (7.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- 7.29. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
- The student is expected to demonstrate knowledge of nominative, objective, and possessive case (2-8/ESL).

Grade 7

English Level 1: Unit 02-06



English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 2: Unit 12-07
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 09-09
 English Level 3: Unit 12-10

GRADE LEVEL EXPECTATION

- 7.29. (E) TX.128.23 (7.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- (iii) 7.29. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
- The student is expected to demonstrate knowledge of parts of speech (2-8/ESL).

Grade 7

English Level 1: Unit 01-04
 English Level 1: Unit 01-08
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 1: Unit 08-08
 English Level 2: Unit 09-07
 English Level 2: Unit 09-10
 English Level 2: Unit 12-04
 English Level 2: Unit 12-07
 English Level 2: Unit 12-09
 English Level 2: Unit 13-02
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 09-09
 English Level 3: Unit 12-10

GRADE LEVEL EXPECTATION

- 7.29. (E) TX.128.23 (7.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- (iv) 7.29. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
- The student is expected to demonstrate knowledge of negatives and contractions (2-8/ESL).

Grade 7

English Level 1: Unit 02-06
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 1: Unit 07-11
 English Level 2: Unit 09-10
 English Level 2: Unit 12-07
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 09-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION

- 7.29. (F) TX.128.23 (7.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to construct correct sentences, including a variety of sentence types and styles (2-8/ESL).

Grade 7

English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
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English Level 1: Unit 05-11
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English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06



English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
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English Level 2: Unit 09-10
English Level 2: Unit 10-02
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English Level 2: Unit 10-09
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English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
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English Level 2: Unit 12-01
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English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
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English Level 2: Unit 13-06
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-04
English Level 2: Unit 14-05



English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-03
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05
English Level 3: Unit 01-01
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-10
English Level 3: Unit 05-02
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02



English Level 3: Unit 07-03
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
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 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.29. (G) TX.128.23 (7.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to combine multiple sentences into a unified sentence (2-8/ESL).

Grade 7

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09



English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05



English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
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English Level 2: Unit 12-06
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English Level 2: Unit 12-09
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English Level 2: Unit 13-01
English Level 2: Unit 13-02
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English Level 2: Unit 13-04
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English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
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English Level 2: Unit 15-01
English Level 2: Unit 15-02
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English Level 2: Unit 16-01
English Level 2: Unit 16-03
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05
English Level 3: Unit 01-01
English Level 3: Unit 01-06



English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
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English Level 3: Unit 04-08
English Level 3: Unit 04-10
English Level 3: Unit 05-02
English Level 3: Unit 05-04
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English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
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English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 09-01
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English Level 3: Unit 09-04
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English Level 3: Unit 09-09
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English Level 3: Unit 10-06
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-05
English Level 3: Unit 12-01



English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 7.29. (H) TX.128.23 (7.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).

Grade 7

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 03-01
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-06
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-05
 English Level 1: Unit 08-10
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-08
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 13-01
 English Level 2: Unit 13-10
 English Level 2: Unit 14-06
 English Level 2: Unit 15-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 02-01
 English Level 3: Unit 02-03
 English Level 3: Unit 02-06
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-05



English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 04-03
 English Level 3: Unit 04-05
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-09
 English Level 3: Unit 05-01
 English Level 3: Unit 05-03
 English Level 3: Unit 05-05
 English Level 3: Unit 05-07
 English Level 3: Unit 06-01
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-07
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
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 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
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 English Level 3: Unit 09-04
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 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
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 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 7.30. (A) TX.128.23 (7.30.) - English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to describe how illustrations support written texts or tell a story (4-8/ESL).

Grade 7

English Level 1: Unit 01-01
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06



English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
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English Level 2: Unit 10-01
English Level 2: Unit 10-03
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English Level 2: Unit 11-02
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English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08



English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 04-01
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 07-05
 English Level 3: Unit 08-03
 English Level 3: Unit 10-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-03
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 7.30. (B) TX.128.23 (7.30.) - English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to tell important events and ideas gleaned from video segments, graphic art, or technology presentations (4-8/ESL).

Grade 7

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

STUDENT EXPECTATION 7.30. (C) TX.128.23 (7.30.) - English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL).

Grade 7

English Level 1: Unit 04-01



English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

STUDENT EXPECTATION 7.30. (D) TX.128.23 (7.30.) - English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to distinguish the purposes of various media forms such as information, entertainment, and persuasion (4-8/ESL).

Grade 7

English Level 1: Unit 06-08
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03

STUDENT EXPECTATION 7.30. (E) TX.128.23 (7.30.) - English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to produce visuals for his/her own messages, stories, and other kinds of communication (4-8/ESL).

Grade 7

English Level 1: Unit 01-01
 English Level 2: Unit 14-08

STUDENT EXPECTATION 7.30. (F) TX.128.23 (7.30.) - English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to explore and describe how color, shape, and line influence the message (4-8/ESL).

Grade 7

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

STUDENT EXPECTATION 7.30. (G) TX.128.23 (7.30.) - English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to produce communications using technology or appropriate media (4-8/ESL).

Grade 7

English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 07-04



Rosetta Stone Version 2 - English Master

English Language Learners

Grade 8

United States Standards - Texas TEKS Standards

STUDENT EXPECTATION 8.1. (A) TX.128.24 (8.1.) - English as a Second Language: Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8).

Grade 8

English Level 1: Unit 05-11
 English Level 1: Unit 08-08
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 04-09
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-02
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STUDENT EXPECTATION 8.1. (C) TX.128.24 (8.1.) - English as a Second Language: Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to understand the major ideas and supporting evidence in spoken messages (4-8).

Grade 8

English Level 1: Unit 05-11
 English Level 1: Unit 08-08
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 04-09
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06



English Level 3: Unit 05-07
 English Level 3: Unit 06-02
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STUDENT EXPECTATION 8.1. (D) TX.128.24 (8.1.) - English as a Second Language: Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).

Grade 8

English Level 1: Unit 04-04
 English Level 1: Unit 08-11
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08
 English Level 3: Unit 04-09
 English Level 3: Unit 07-01
 English Level 3: Unit 10-04

STUDENT EXPECTATION 8.1. (E) TX.128.24 (8.1.) - English as a Second Language: Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to distinguish and produce sounds and intonation patterns of English (K-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04



English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
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English Level 1: Unit 07-07
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English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
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English Level 2: Unit 09-04
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English Level 2: Unit 09-07
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
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English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08



English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
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 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03



English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
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English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
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English Level 3: Unit 10-05
English Level 3: Unit 10-06



English Level 3: Unit 10-07
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 English Level 3: Unit 11-01
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 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.2. (A) TX.128.24 (8.2.) - English as a Second Language: Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8).

Grade 8

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 03-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05

STUDENT EXPECTATION 8.2. (B) TX.128.24 (8.2.) - English as a Second Language: Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze a speaker's persuasive techniques and credibility (7-8).

Grade 8

English Level 1: Unit 01-10

STUDENT EXPECTATION 8.2. (E) TX.128.24 (8.2.) - English as a Second Language: Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare his/her own perception of a spoken message with the perception of others (6-8).



Grade 8

English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 2: Unit 09-01
 English Level 2: Unit 11-05
 English Level 2: Unit 15-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.2. (F) TX.128.24 (8.2.) - English as a Second Language: Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to evaluate a spoken message in terms of its content, credibility, and delivery (6-8).

Grade 8

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 2: Unit 14-09

STUDENT EXPECTATION 8.3. (A) TX.128.24 (8.3.) - English as a Second Language: Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8).

Grade 8

English Level 1: Unit 05-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 8.3. (B) TX.128.24 (8.3.) - English as a Second Language: Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to analyze oral interpretations of literature for effects on the listener (6-8).

Grade 8

English Level 1: Unit 03-09
 English Level 2: Unit 14-09

STUDENT EXPECTATION 8.3. (C) TX.128.24 (8.3.) - English as a Second Language: Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to analyze the use of aesthetic language for its effects (6-8).

Grade 8

English Level 1: Unit 01-10

STUDENT EXPECTATION 8.4. (A) TX.128.24 (8.4.) - English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8).

Grade 8

English Level 1: Unit 01-09
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 04-07
 English Level 1: Unit 06-05



English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 2: Unit 09-01
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 11-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 02-04
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.4. (B) TX.128.24 (8.4.) - English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to compare oral traditions across regions and cultures (4-8).

Grade 8

English Level 1: Unit 03-09
 English Level 1: Unit 05-10
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 2: Unit 09-01
 English Level 2: Unit 11-05
 English Level 2: Unit 14-09
 English Level 2: Unit 15-05
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.4. (C) TX.128.24 (8.4.) - English as a Second Language: Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify how language use such as labels and sayings reflects regions and cultures (4-8).

Grade 8

English Level 1: Unit 01-10



STUDENT EXPECTATION 8.5. (A) TX.128.24 (8.5.) - English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
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English Level 1: Unit 06-09
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English Level 1: Unit 08-11
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English Level 2: Unit 13-01



English Level 2: Unit 13-02
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 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
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English Level 3: Unit 03-01
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 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.5. (B)

TX.128.24 (8.5.) - English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8).

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 02-06
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-04
 English Level 2: Unit 09-05
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 14-09
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03



English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 04-06
 English Level 3: Unit 09-07
 English Level 3: Unit 10-03
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02
 English Level 3: Unit 12-09

STUDENT EXPECTATION 8.5. (C) TX.128.24 (8.5.) - English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8).

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-04
 English Level 1: Unit 07-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05



English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-04
 English Level 3: Unit 04-03
 English Level 3: Unit 04-05
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 05-02
 English Level 3: Unit 05-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

STUDENT EXPECTATION 8.5. (E) TX.128.24 (8.5.) - English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use effective rate, volume, pitch, and tone for the audience and setting (4-8).

Grade 8

English Level 2: Unit 09-08
 English Level 2: Unit 11-01

STUDENT EXPECTATION 8.5. (F) TX.128.24 (8.5.) - English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

Grade 8

English Level 1: Unit 07-01
 English Level 2: Unit 12-02
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-08
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 03-08
 English Level 3: Unit 05-03



English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 07-02
 English Level 3: Unit 07-04
 English Level 3: Unit 12-03

STUDENT EXPECTATION 8.5. (G) TX.128.24 (8.5.) - English as a Second Language: Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to employ English content area vocabulary in context (K-8/ESL).

Grade 8

English Level 1: Unit 01-04
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-03
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-03
 English Level 1: Unit 04-05
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-05
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-09
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-07
 English Level 2: Unit 12-03
 English Level 2: Unit 12-07
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10



English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 04-01
 English Level 3: Unit 04-02
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-05
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01



English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 8.6. (A) TX.128.24 (8.6.) - English as a Second Language: Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8).

Grade 8

English Level 1: Unit 04-08
 English Level 1: Unit 07-01
 English Level 2: Unit 12-04
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 3: Unit 03-07

STUDENT EXPECTATION 8.6. (B) TX.128.24 (8.6.) - English as a Second Language: Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use structural analysis to identify words, including knowledge of Greek and Latin roots and prefixes/suffixes (7-8).

Grade 8

English Level 1: Unit 07-01
 English Level 2: Unit 12-04
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 03-07

STUDENT EXPECTATION 8.6. (C) TX.128.24 (8.6.) - English as a Second Language: Reading/word identification. The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).

Grade 8

English Level 1: Unit 02-09
 English Level 2: Unit 19-03, 19-04, 19-05



STUDENT EXPECTATION 8.7. (A) TX.128.24 (8.7.) - English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read regularly in independent-level materials (texts in which approximately no more than 1 in 20 words is difficult for the reader) (8).

Grade 8

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-04
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.7. (B) TX.128.24 (8.7.) - English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (8).

Grade 8

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01



English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-04
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.7. (C) TX.128.24 (8.7.) - English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to adjust reading rate based on purposes for reading (4-8).

Grade 8

English Level 1: Unit 06-11
 English Level 2: Unit 10-06

STUDENT EXPECTATION 8.7. (D) TX.128.24 (8.7.) - English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8).

Grade 8

English Level 1: Unit 02-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 03-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10



STUDENT EXPECTATION 8.7. (E) TX.128.24 (8.7.) - English as a Second Language: Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read silently with increasing ease for longer periods (4-8).

Grade 8

English Level 3: Unit 12-04

STUDENT EXPECTATION 8.8. (B) TX.128.24 (8.8.) - English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8).

Grade 8

English Level 1: Unit 01-05
 English Level 1: Unit 01-10
 English Level 1: Unit 03-08
 English Level 1: Unit 04-01
 English Level 1: Unit 04-08
 English Level 1: Unit 06-08
 English Level 1: Unit 06-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-10
 English Level 2: Unit 11-03
 English Level 2: Unit 11-08
 English Level 2: Unit 14-09
 English Level 3: Unit 03-05
 English Level 3: Unit 03-07
 English Level 3: Unit 06-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08

STUDENT EXPECTATION 8.8. (C) TX.128.24 (8.8.) - English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).

Grade 8

English Level 1: Unit 06-11
 English Level 2: Unit 10-06
 English Level 3: Unit 12-04

STUDENT EXPECTATION 8.8. (D) TX.128.24 (8.8.) - English as a Second Language: Reading/variety of texts. The student reads widely for different purposes in varied sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read to take action such as to complete forms, to make informed recommendations, and write a response (6-8).

Grade 8

English Level 1: Unit 05-02
 English Level 1: Unit 05-05
 English Level 1: Unit 06-08
 English Level 1: Unit 06-11
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11



English Level 2: Unit 10-06
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 3: Unit 07-06
 English Level 3: Unit 12-01
 English Level 3: Unit 12-04

STUDENT EXPECTATION 8.9. (A) TX.128.24 (8.9.) - English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to develop vocabulary by listening to selections read aloud (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01



English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08



English Level 2: Unit 12-09
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

STUDENT EXPECTATION 8.9. (B)

TX.128.24 (8.9.) - English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).

Grade 8

English Level 1: Unit 04-08
 English Level 2: Unit 13-02



English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 8.9. (C) TX.128.24 (8.9.) - English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use multiple reference aids, including a thesaurus, synonym finder, dictionary, and software, to clarify meanings and usage (4-8).

Grade 8

English Level 1: Unit 02-09
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 8.9. (D) TX.128.24 (8.9.) - English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, or un- (4-8).

Grade 8

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 8.9. (E) TX.128.24 (8.9.) - English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to study word meanings systematically such as across curricular content areas and through current events (4-8).

Grade 8

English Level 1: Unit 02-09
 English Level 1: Unit 03-08
 English Level 1: Unit 05-01
 English Level 1: Unit 07-01
 English Level 2: Unit 10-08
 English Level 2: Unit 10-10
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 16-04
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-06
 English Level 3: Unit 03-05
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08

STUDENT EXPECTATION 8.9. (F) TX.128.24 (8.9.) - English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to distinguish denotative and connotative meanings (6-8).



Grade 8

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 8.9. (G) TX.128.24 (8.9.) - English as a Second Language: Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use word origins as an aid to understanding historical influences on English word meanings (6-8).

Grade 8

English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 8.10. (A) TX.128.24 (8.10.) - English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use his/her own knowledge and experience to comprehend (4-8).

Grade 8

English Level 1: Unit 08-11

STUDENT EXPECTATION 8.10. (B) TX.128.24 (8.10.) - English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8).

Grade 8

English Level 1: Unit 06-11
 English Level 2: Unit 10-06
 English Level 2: Unit 12-08
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 12-04

STUDENT EXPECTATION 8.10. (C) TX.128.24 (8.10.) - English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8).

Grade 8

English Level 1: Unit 02-09
 English Level 1: Unit 04-08
 English Level 1: Unit 08-11
 English Level 2: Unit 12-08
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 8.10. (D) TX.128.24 (8.10.) - English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to describe mental images that text descriptions evoke (4-8).

Grade 8

English Level 1: Unit 08-11
 English Level 2: Unit 11-08



English Level 3: Unit 03-05
English Level 3: Unit 06-03
English Level 3: Unit 12-04

STUDENT EXPECTATION 8.10. (E) TX.128.24 (8.10.) - English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).

Grade 8

English Level 1: Unit 06-02
English Level 1: Unit 06-08
English Level 2: Unit 10-01
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 11-02
English Level 2: Unit 12-02
English Level 2: Unit 17-04, 17-05, 17-06

STUDENT EXPECTATION 8.10. (F) TX.128.24 (8.10.) - English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to determine a text's main (or major) ideas and how those ideas are supported with details (4-8).

Grade 8

English Level 1: Unit 06-08
English Level 2: Unit 09-02
English Level 2: Unit 11-08
English Level 3: Unit 01-06
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 05-03
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

STUDENT EXPECTATION 8.10. (G) TX.128.24 (8.10.) - English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to paraphrase and summarize text to recall, inform, or organize ideas (4-8).



Grade 8

English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 12-08
 English Level 3: Unit 03-05
 English Level 3: Unit 06-03
 English Level 3: Unit 12-04

STUDENT EXPECTATION 8.10. (H) TX.128.24 (8.10.) - English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8).

Grade 8

English Level 2: Unit 09-02
 English Level 3: Unit 01-06
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 05-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.10. (I) TX.128.24 (8.10.) - English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to find similarities and differences across texts such as in treatment, scope, or organization (4-8).

Grade 8

English Level 1: Unit 05-02
 English Level 1: Unit 05-11
 English Level 2: Unit 09-01
 English Level 2: Unit 12-08

STUDENT EXPECTATION 8.10. (J) TX.128.24 (8.10.) - English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to distinguish fact and opinion in various texts (4-8).

Grade 8



English Level 2: Unit 12-09

STUDENT EXPECTATION 8.10. (K) TX.128.24 (8.10.) - English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8).

Grade 8

English Level 1: Unit 01-10
 English Level 2: Unit 11-08
 English Level 3: Unit 03-01
 English Level 3: Unit 03-04
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 04-05
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-06
 English Level 3: Unit 09-09
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03

STUDENT EXPECTATION 8.10. (L) TX.128.24 (8.10.) - English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).

Grade 8

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05



English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05
 English Level 3: Unit 12-04

STUDENT EXPECTATION 8.10. (M) TX.128.24 (8.10.) - English as a Second Language: Reading/comprehension. The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).

Grade 8

English Level 1: Unit 08-11
 English Level 2: Unit 11-08
 English Level 2: Unit 12-04
 English Level 2: Unit 12-08
 English Level 3: Unit 03-05
 English Level 3: Unit 06-03
 English Level 3: Unit 07-05
 English Level 3: Unit 12-04

STUDENT EXPECTATION 8.11. (A) TX.128.24 (8.11.) - English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8).

Grade 8

English Level 1: Unit 05-02
 English Level 2: Unit 11-08
 English Level 3: Unit 03-05
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 09-06
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04

STUDENT EXPECTATION 8.11. (B) TX.128.24 (8.11.) - English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8).

Grade 8

English Level 1: Unit 04-04
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 06-06



English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 08-03
 English Level 1: Unit 08-07
 English Level 1: Unit 08-11
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 14-01
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-06
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05
 English Level 3: Unit 06-01
 English Level 3: Unit 09-01
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04

STUDENT EXPECTATION 8.11. (C) TX.128.24 (8.11.) - English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to support responses by referring to relevant aspects of text and his/her own experiences (4-8).

Grade 8

English Level 2: Unit 09-02
 English Level 2: Unit 11-08
 English Level 3: Unit 01-06
 English Level 3: Unit 03-05
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 05-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05



English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.11. (D) TX.128.24 (8.11.) - English as a Second Language: Reading/literary response. The student expresses and supports responses to various types of texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to connect, compare, and contrast ideas, themes, and issues across text (4-8).

Grade 8

English Level 1: Unit 05-11
 English Level 2: Unit 09-01
 English Level 2: Unit 12-08

STUDENT EXPECTATION 8.12. (A) TX.128.24 (8.12.) - English as a Second Language: Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8).

Grade 8

English Level 1: Unit 05-02
 English Level 1: Unit 06-11
 English Level 2: Unit 10-06

STUDENT EXPECTATION 8.12. (B) TX.128.24 (8.12.) - English as a Second Language: Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8).

Grade 8

English Level 1: Unit 03-08
 English Level 1: Unit 06-11
 English Level 2: Unit 10-07
 English Level 2: Unit 14-09
 English Level 3: Unit 03-05
 English Level 3: Unit 06-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 8.12. (C) TX.128.24 (8.12.) - English as a Second Language: Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8).

Grade 8

English Level 1: Unit 05-11
 English Level 2: Unit 09-01



STUDENT EXPECTATION 8.12. (D) TX.128.24 (8.12.) - English as a Second Language: Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to understand and identify literary terms such as playwright, theater, stage, act, dialogue, dialect, analogy, and scene across a variety of literary forms (texts) (8).

Grade 8

English Level 3: Unit 03-07

STUDENT EXPECTATION 8.12. (F) TX.128.24 (8.12.) - English as a Second Language: Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).

Grade 8

English Level 1: Unit 05-02

English Level 1: Unit 05-11

English Level 1: Unit 06-02

English Level 1: Unit 06-03

English Level 1: Unit 08-11

English Level 2: Unit 09-01

English Level 2: Unit 14-05

English Level 2: Unit 15-01

STUDENT EXPECTATION 8.12. (G) TX.128.24 (8.12.) - English as a Second Language: Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize and analyze story plot, setting, and problem resolution (4-8).

Grade 8

English Level 1: Unit 05-02

English Level 1: Unit 06-02

STUDENT EXPECTATION 8.12. (I) TX.128.24 (8.12.) - English as a Second Language: Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8).

Grade 8

English Level 1: Unit 05-11

English Level 2: Unit 09-01

English Level 2: Unit 12-08

STUDENT EXPECTATION 8.12. (J) TX.128.24 (8.12.) - English as a Second Language: Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).

Grade 8

English Level 1: Unit 05-02

English Level 3: Unit 03-07

English Level 3: Unit 04-05

English Level 3: Unit 06-01

English Level 3: Unit 06-02

English Level 3: Unit 12-03

STUDENT EXPECTATION 8.12. (K) TX.128.24 (8.12.) - English as a Second Language: Reading/text structure/literary concepts. The student analyzes the characteristics of various types of texts (genres). The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize how style, tone, and mood contribute to the effect of the text (6-8).



Grade 8

English Level 1: Unit 05-02

STUDENT EXPECTATION 8.13. (A) TX.128.24 (8.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8).

Grade 8

English Level 1: Unit 01-01

English Level 1: Unit 01-03

English Level 1: Unit 01-06

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-08

English Level 1: Unit 04-03

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 05-06

English Level 1: Unit 05-08

English Level 1: Unit 06-03

English Level 1: Unit 06-04

English Level 1: Unit 06-06

English Level 1: Unit 06-07

English Level 1: Unit 06-11

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 1: Unit 07-04

English Level 1: Unit 07-05

English Level 1: Unit 07-08

English Level 1: Unit 07-09

English Level 1: Unit 07-10

English Level 1: Unit 08-02

English Level 1: Unit 08-04

English Level 1: Unit 08-06

English Level 1: Unit 08-09

English Level 1: Unit 08-11

English Level 2: Unit 09-02

English Level 2: Unit 09-03

English Level 2: Unit 10-03

English Level 2: Unit 10-04

English Level 2: Unit 10-07

English Level 2: Unit 11-02

English Level 2: Unit 11-03

English Level 2: Unit 11-04

English Level 2: Unit 11-05

English Level 2: Unit 11-10

English Level 2: Unit 12-08

English Level 2: Unit 12-10

English Level 2: Unit 14-04

English Level 2: Unit 14-07

English Level 2: Unit 14-08

English Level 2: Unit 15-02

English Level 2: Unit 15-04

English Level 2: Unit 15-10



English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 8.13. (B) TX.128.24 (8.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03



English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01



English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 8.13. (C) TX.128.24 (8.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11



English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-02
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-05
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-06
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-06
English Level 3: Unit 06-01
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 07-03
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-09
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 09-01
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 10-01



English Level 3: Unit 10-04
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 8.13. (D) TX.128.24 (8.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08



English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 8.13. (E) TX.128.24 (8.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to summarize record and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06



English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-06
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-08
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04



English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-05
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 8.13. (F) TX.128.24 (8.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to produce research projects and reports in effective formats for various audiences (6-8).

Grade 8
 English Level 1: Unit 01-01



English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 2: Unit 10-03
 English Level 2: Unit 12-10
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 06-04
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 8.13. (G) TX.128.24 (8.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to draw conclusions from information gathered from multiple sources (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01



English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04



English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 8.13. (I) TX.128.24 (8.13.) - English as a Second Language: Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to present organized statements, reports, and speeches using visuals or media to support meaning (6-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 2: Unit 10-03
 English Level 2: Unit 12-10
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 06-04
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 8.14. (A) TX.128.24 (8.14.) - English as a Second Language: Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compare text events with his/her own and other readers' experiences (4-8).

Grade 8

English Level 2: Unit 15-01

STUDENT EXPECTATION 8.14. (C) TX.128.24 (8.14.) - English as a Second Language: Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to articulate and discuss themes and connections that cross cultures (4-8).

Grade 8



English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04



English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08



English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07



English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01



English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.15. (A) TX.128.24 (8.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8).

Grade 8

English Level 1: Unit 05-07
 English Level 2: Unit 09-03
 English Level 2: Unit 11-10
 English Level 2: Unit 13-01
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 3: Unit 01-05
 English Level 3: Unit 02-01
 English Level 3: Unit 02-04
 English Level 3: Unit 03-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-07
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 08-02
 English Level 3: Unit 10-04

STUDENT EXPECTATION 8.15. (B) TX.128.24 (8.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to influence such as to persuade, argue, and request (4-8).

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 05-07
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 3: Unit 02-01
 English Level 3: Unit 03-02
 English Level 3: Unit 04-01
 English Level 3: Unit 04-05
 English Level 3: Unit 07-04

STUDENT EXPECTATION 8.15. (C) TX.128.24 (8.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to inform such as to explain, describe, report, and narrate (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02



English Level 1: Unit 03-05
English Level 1: Unit 03-07
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-04
English Level 1: Unit 04-06
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-06
English Level 2: Unit 09-09
English Level 2: Unit 10-01
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 11-02
English Level 2: Unit 11-06
English Level 2: Unit 11-09
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-07
English Level 2: Unit 12-10
English Level 2: Unit 14-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-07, 18-08, 18-09
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-03
English Level 3: Unit 02-05
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04



English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-09
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-07
 English Level 3: Unit 07-02
 English Level 3: Unit 07-05
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-04
 English Level 3: Unit 09-06
 English Level 3: Unit 10-01
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 8.15. (D) TX.128.24 (8.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write to entertain such as to compose humorous poems or short stories (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-05
 English Level 1: Unit 03-07



English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-04
 English Level 1: Unit 05-08
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-04
 English Level 1: Unit 06-07
 English Level 1: Unit 08-01
 English Level 1: Unit 08-02
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 2: Unit 09-02
 English Level 2: Unit 09-09
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-05
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-07
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-02
 English Level 3: Unit 01-06
 English Level 3: Unit 02-05
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 09-03
 English Level 3: Unit 11-04

STUDENT EXPECTATION 8.15. (E) TX.128.24 (8.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to select and use voice and style appropriate to audience and purpose (6-8).

Grade 8

English Level 1: Unit 04-10



English Level 3: Unit 01-02

STUDENT EXPECTATION 8.15. (F) TX.128.24 (8.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, memoirs, narratives, and instructions (7-8).

Grade 8

English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-07
 English Level 1: Unit 04-04
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08
 English Level 1: Unit 08-03
 English Level 1: Unit 08-05
 English Level 1: Unit 08-06
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-07
 English Level 2: Unit 10-03
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-06
 English Level 2: Unit 11-08
 English Level 2: Unit 11-10
 English Level 2: Unit 12-01
 English Level 2: Unit 12-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-05
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-02
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-06
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-07, 17-08



English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-03
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 04-03
 English Level 3: Unit 04-06
 English Level 3: Unit 04-09
 English Level 3: Unit 05-01
 English Level 3: Unit 05-07
 English Level 3: Unit 06-01
 English Level 3: Unit 07-04
 English Level 3: Unit 07-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08

STUDENT EXPECTATION 8.15. (G) TX.128.24 (8.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use literary devices effectively such as suspense, dialogue, and figurative language (5-8).

Grade 8

English Level 1: Unit 02-03
 English Level 2: Unit 09-04
 English Level 2: Unit 11-01
 English Level 2: Unit 12-01
 English Level 2: Unit 12-06
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 3: Unit 01-04
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 04-09
 English Level 3: Unit 05-02
 English Level 3: Unit 05-04
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01

STUDENT EXPECTATION 8.15. (H) TX.128.24 (8.15.) - English as a Second Language: Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).

Grade 8

English Level 1: Unit 01-02
 English Level 1: Unit 01-05
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01



English Level 1: Unit 02-07
English Level 1: Unit 02-09
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 04-05
English Level 1: Unit 04-10
English Level 1: Unit 05-03
English Level 1: Unit 05-05
English Level 1: Unit 05-11
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-10
English Level 1: Unit 07-03
English Level 1: Unit 07-06
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-04
English Level 2: Unit 09-06
English Level 2: Unit 09-08
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 11-05
English Level 2: Unit 12-01
English Level 2: Unit 12-04
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 15-03
English Level 2: Unit 15-10
English Level 2: Unit 16-03
English Level 2: Unit 16-05
English Level 2: Unit 16-08
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 02-02
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-04
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-03
English Level 3: Unit 05-05
English Level 3: Unit 06-01
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-06



English Level 3: Unit 07-07
 English Level 3: Unit 08-01
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 8.16. (B) TX.128.24 (8.16.) - English as a Second Language: Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8).

Grade 8

English Level 2: Unit 12-06
 English Level 2: Unit 16-04

STUDENT EXPECTATION 8.16. (C) TX.128.24 (8.16.) - English as a Second Language: Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to spell derivatives correctly by applying the spellings of bases and affixes (7-8).

Grade 8

English Level 2: Unit 09-02

STUDENT EXPECTATION 8.16. (D) TX.128.24 (8.16.) - English as a Second Language: Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to spell frequently misspelled words correctly such as their, they're, and there (7-8).

Grade 8

English Level 2: Unit 09-02

STUDENT EXPECTATION 8.16. (E) TX.128.24 (8.16.) - English as a Second Language: Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use resources to find correct spellings (4-8).

Grade 8

English Level 2: Unit 09-02

STUDENT EXPECTATION 8.16. (F) TX.128.24 (8.16.) - English as a Second Language: Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to spell accurately in final drafts (4-8).

Grade 8

English Level 2: Unit 09-02

STUDENT EXPECTATION 8.16. (G) TX.128.24 (8.16.) - English as a Second Language: Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to understand the influence of other languages and cultures on the spelling of English words (6-8).

Grade 8



English Level 2: Unit 09-02

STUDENT EXPECTATION 8.17. (A) TX.128.24 (8.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (7-8).

Grade 8

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
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 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11



English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
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English Level 2: Unit 11-01
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English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-08



English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
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English Level 2: Unit 14-10
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English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05
English Level 3: Unit 01-01
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
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English Level 3: Unit 03-07
English Level 3: Unit 03-08
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English Level 3: Unit 05-02
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English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-07



English Level 3: Unit 07-01
 English Level 3: Unit 07-02
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 English Level 3: Unit 07-10
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
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 English Level 3: Unit 10-02
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 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.17. (B) TX.128.24 (8.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use conjunctions to connect ideas meaningfully (4-8).

Grade 8

English Level 1: Unit 04-10

STUDENT EXPECTATION 8.17. (C) TX.128.24 (8.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8).

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-06
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07



English Level 2: Unit 12-07
 English Level 2: Unit 13-03
 English Level 3: Unit 01-02
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.17. (D) TX.128.24 (8.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use adjectives (comparatives and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8).

Grade 8

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-07
 English Level 1: Unit 04-05
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-07
 English Level 1: Unit 06-10
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-06
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-08
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-08
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 11-05
 English Level 2: Unit 11-09
 English Level 2: Unit 12-01
 English Level 2: Unit 12-04
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02



English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-06
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-03
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 02-02
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 04-01
 English Level 3: Unit 04-02
 English Level 3: Unit 04-04
 English Level 3: Unit 04-09
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-03
 English Level 3: Unit 05-05
 English Level 3: Unit 06-01
 English Level 3: Unit 06-05
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 08-01
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 8.17. (E) TX.128.24 (8.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use prepositional phrases to elaborate written ideas (4-8).

Grade 8

English Level 1: Unit 02-08
 English Level 1: Unit 04-05
 English Level 2: Unit 12-09

STUDENT EXPECTATION 8.17. (F) TX.128.24 (8.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8).

Grade 8

English Level 1: Unit 01-02



English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-10
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-06
 English Level 2: Unit 09-08
 English Level 2: Unit 09-10
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-03
 English Level 2: Unit 12-04
 English Level 2: Unit 12-09
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 14-06
 English Level 2: Unit 14-10
 English Level 2: Unit 15-03
 English Level 2: Unit 15-10
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.17. (G) TX.128.24 (8.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Texas's (4-8).

Grade 8

English Level 1: Unit 02-06
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10



English Level 1: Unit 05-05
 English Level 2: Unit 09-02
 English Level 2: Unit 12-07
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 09-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.17. (H) TX.128.24 (8.17.) - English as a Second Language: Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to write with increasing accuracy when using pronoun case such as 'She stepped between them and us.' (6-8).

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 03-09
 English Level 1: Unit 04-05
 English Level 1: Unit 04-10
 English Level 1: Unit 05-05
 English Level 1: Unit 05-11
 English Level 1: Unit 06-06
 English Level 2: Unit 09-07
 English Level 2: Unit 12-07
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.18. (A) TX.128.24 (8.18.) - English as a Second Language: Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8).

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 04-10
 English Level 2: Unit 13-05
 English Level 2: Unit 15-08
 English Level 2: Unit 17-07, 17-08
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04

STUDENT EXPECTATION 8.18. (B) TX.128.24 (8.18.) - English as a Second Language: Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 03-01
 English Level 1: Unit 03-07



English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-06
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-05
 English Level 1: Unit 08-10
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-08
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 13-01
 English Level 2: Unit 13-10
 English Level 2: Unit 14-06
 English Level 2: Unit 15-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 02-01
 English Level 3: Unit 02-03
 English Level 3: Unit 02-06
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-05
 English Level 3: Unit 03-06
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 English Level 3: Unit 04-01
 English Level 3: Unit 04-03
 English Level 3: Unit 04-05
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 English Level 3: Unit 05-05
 English Level 3: Unit 05-07
 English Level 3: Unit 06-01
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-07
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07



English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
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 English Level 3: Unit 10-04
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 English Level 3: Unit 10-06
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 English Level 3: Unit 10-08
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
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 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

STUDENT EXPECTATION 8.18. (F) TX.128.24 (8.18.) - English as a Second Language: Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use available technology to support aspects of creating, revising, editing, and publishing texts (4-8).

Grade 8

English Level 1: Unit 08-11
 English Level 2: Unit 10-09
 English Level 2: Unit 11-02
 English Level 2: Unit 11-05
 English Level 2: Unit 13-01
 English Level 2: Unit 14-06
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 19-06, 19-07, 19-08

STUDENT EXPECTATION 8.18. (G) TX.128.24 (8.18.) - English as a Second Language: Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to refine selected pieces frequently to 'publish' for general and specific audiences (4-8).



Grade 8

English Level 1: Unit 08-11
 English Level 2: Unit 11-05
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02

STUDENT EXPECTATION 8.18. (H) TX.128.24 (8.18.) - English as a Second Language: Writing/processes. The student selects and uses writing processes for self-initiated and assigned writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to proofread his/her own writing and that of others (4-8).

Grade 8

English Level 1: Unit 02-03
 English Level 1: Unit 03-01

STUDENT EXPECTATION 8.19. (A) TX.128.24 (8.19.) - English as a Second Language: Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to apply criteria to evaluate writing (4-8).

Grade 8

English Level 1: Unit 02-03
 English Level 1: Unit 03-01

STUDENT EXPECTATION 8.19. (B) TX.128.24 (8.19.) - English as a Second Language: Writing/evaluation. The student evaluates his/her own writing and the writings of others. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to respond in constructive ways to others' writings (4-8).

Grade 8

English Level 1: Unit 02-03
 English Level 1: Unit 03-01

STUDENT EXPECTATION 8.20. (A) TX.128.24 (8.20.) - English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to frame questions to direct research (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11



English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06



English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 8.20. (B) TX.128.24 (8.20.) - English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 13-05
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10



English Level 2: Unit 16-01
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 06-04
 English Level 3: Unit 07-04
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 8.20. (C) TX.128.24 (8.20.) - English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8).

Grade 8

English Level 1: Unit 04-04
 English Level 2: Unit 15-08

STUDENT EXPECTATION 8.20. (D) TX.128.24 (8.20.) - English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09



English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-07
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-08
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-06
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 14-01
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-06
English Level 2: Unit 15-08
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-10



English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-03
 English Level 3: Unit 03-04
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-01
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 07-06
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-01
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 8.20. (E) TX.128.24 (8.20.) - English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to present information in various forms using available technology (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-05
 English Level 1: Unit 02-05
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07



English Level 1: Unit 03-09
English Level 1: Unit 04-06
English Level 1: Unit 04-09
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 06-01
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-09
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-06
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 2: Unit 09-02
English Level 2: Unit 09-04
English Level 2: Unit 09-08
English Level 2: Unit 10-03
English Level 2: Unit 10-06
English Level 2: Unit 10-09
English Level 2: Unit 11-05
English Level 2: Unit 11-08
English Level 2: Unit 12-01
English Level 2: Unit 12-06
English Level 2: Unit 12-10
English Level 2: Unit 13-05
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-06
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-08
English Level 2: Unit 16-10
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-07
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-04
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 06-04
English Level 3: Unit 08-01
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 09-06
English Level 3: Unit 11-02
English Level 3: Unit 12-04



English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 8.20. (F) TX.128.24 (8.20.) - English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to evaluate his/her own research and frame new questions for further investigation (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04



English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 8.20. (G) TX.128.24 (8.20.) - English as a Second Language: Writing/inquiry/research. The student uses writing as a tool for learning and research. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to follow accepted formats for writing research, including documenting sources (6-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03



English Level 1: Unit 03-05
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-06
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01



English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 8.21. (A) TX.128.24 (8.21.) - English as a Second Language: Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8).

Grade 8

English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 06-11
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 11-02
 English Level 2: Unit 13-01
 English Level 2: Unit 14-06
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 3: Unit 01-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 04-03
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 10-06
 English Level 3: Unit 10-08
 English Level 3: Unit 11-01

STUDENT EXPECTATION 8.21. (B) TX.128.24 (8.21.) - English as a Second Language: Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to correspond with peers or others via e-mail or conventional mail (4-8).

Grade 8

English Level 3: Unit 03-01
 English Level 3: Unit 04-03



STUDENT EXPECTATION 8.21. (C) TX.128.24 (8.21.) - English as a Second Language: Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify challenges faced by published authors and strategies they use to compose various types of text (7-8).

Grade 8

English Level 3: Unit 12-04

STUDENT EXPECTATION 8.22. (A) TX.128.24 (8.22.) - English as a Second Language: Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03



English Level 1: Unit 06-04
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English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 10-01
English Level 2: Unit 10-03
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03



English Level 2: Unit 13-04
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 English Level 2: Unit 13-07
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 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 02-03
 English Level 3: Unit 04-01
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 07-05
 English Level 3: Unit 08-03
 English Level 3: Unit 10-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-03
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 8.22. (B) TX.128.24 (8.22.) - English as a Second Language: Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8).

Grade 8

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08



English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 15-09
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05

STUDENT EXPECTATION 8.22. (C) TX.128.24 (8.22.) - English as a Second Language: Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use media to compare ideas and points of view (4-8).

Grade 8

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-05
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10
 English Level 2: Unit 09-01
 English Level 2: Unit 11-05
 English Level 2: Unit 13-03
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 03-08
 English Level 3: Unit 04-01
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 06-04
 English Level 3: Unit 07-07
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.23. (A) TX.128.24 (8.23.) - English as a Second Language: Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8).



Grade 8

English Level 1: Unit 02-01
 English Level 1: Unit 02-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-10
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 06-10
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 08-10
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-09
 English Level 2: Unit 10-03
 English Level 2: Unit 11-02
 English Level 2: Unit 11-07
 English Level 2: Unit 14-03
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 04-06
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 07-05
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-07

STUDENT EXPECTATION 8.23. (B) TX.128.24 (8.23.) - English as a Second Language: Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to compare and contrast print, visual, and electronic media such as film with written story (4-8).

Grade 8

English Level 1: Unit 06-08
 English Level 3: Unit 01-04



English Level 3: Unit 02-03

STUDENT EXPECTATION 8.23. (C) TX.128.24 (8.23.) - English as a Second Language: Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8).

Grade 8

English Level 1: Unit 06-08
English Level 3: Unit 01-04
English Level 3: Unit 02-03

STUDENT EXPECTATION 8.23. (D) TX.128.24 (8.23.) - English as a Second Language: Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to evaluate how different media forms influence and inform (6-8).

Grade 8

English Level 1: Unit 06-08
English Level 3: Unit 01-04
English Level 3: Unit 02-03

STUDENT EXPECTATION 8.24. (A) TX.128.24 (8.24.) - English as a Second Language: Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to select, organize, or produce visuals to complement and extend meanings (4-8).

Grade 8

English Level 1: Unit 01-01
English Level 2: Unit 14-08

STUDENT EXPECTATION 8.24. (B) TX.128.24 (8.24.) - English as a Second Language: Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).

Grade 8

English Level 1: Unit 01-01
English Level 1: Unit 02-05
English Level 1: Unit 03-02
English Level 1: Unit 03-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-09
English Level 1: Unit 06-01
English Level 1: Unit 06-04
English Level 1: Unit 06-06
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-04
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 10-03
English Level 2: Unit 10-09
English Level 2: Unit 12-10
English Level 2: Unit 14-03
English Level 2: Unit 15-04



English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 03-06
 English Level 3: Unit 06-04
 English Level 3: Unit 07-04
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 8.24. (C) TX.128.24 (8.24.) - English as a Second Language: Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to assess how language, medium, and presentation contribute to the message (6-8).

Grade 8

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 1: Unit 06-08
 English Level 2: Unit 14-09
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03

STUDENT EXPECTATION 8.25. (B) TX.128.24 (8.25.) - English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use prior knowledge and experiences to understand meanings in English (K-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02



English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-10
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01



English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08



English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05



English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
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 English Level 3: Unit 09-04
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 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
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 English Level 3: Unit 10-07
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 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.25. (D) TX.128.24 (8.25.) - English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01



English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
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English Level 1: Unit 05-01
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English Level 1: Unit 05-11
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English Level 1: Unit 06-11
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English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
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English Level 1: Unit 08-07
English Level 1: Unit 08-08



English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
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English Level 2: Unit 10-01
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English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 14-01
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English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04



English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

STUDENT EXPECTATION 8.25. (E) TX.128.24 (8.25.) - English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use learning strategies such as circumlocution, synonyms, and non-verbal cues and requesting assistance from native speakers when speaking English (K-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09



English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-08
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
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English Level 3: Unit 07-10
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 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.25. (F) TX.128.24 (8.25.) - English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to make connections across content areas and use and reuse language and concepts in different ways (4-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-06
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 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
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 English Level 1: Unit 02-04
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01



English Level 1: Unit 03-02
English Level 1: Unit 03-03
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English Level 2: Unit 09-09
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English Level 2: Unit 16-09



English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
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 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
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English Level 3: Unit 07-07
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.25. (G) TX.128.24 (8.25.) - English as a Second Language: Second language acquisition/learning strategies. The ESOL student uses language learning strategies to develop an awareness of his/her own learning processes in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use accessible language and learn new and essential language in the process (4-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
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 English Level 1: Unit 02-02



English Level 1: Unit 02-03
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English Level 1: Unit 08-06
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English Level 2: Unit 15-01
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.26. (A) TX.128.24 (8.26.) - English as a Second Language: Second language acquisition/listening. The ESOL student



listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes such as taking notes (4-8/ESL).

Grade 8

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
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 English Level 2: Unit 17-01, 17-02, 17-03
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 English Level 2: Unit 18-01, 18-02, 18-03
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 English Level 2: Unit 18-10, 19-01, 19-02
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 English Level 3: Unit 01-10
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English Level 3: Unit 06-02
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 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STUDENT EXPECTATION 8.26. (B) TX.128.24 (8.26.) - English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL).

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English Level 1: Unit 01-01
 English Level 1: Unit 01-02
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08



English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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 English Level 3: Unit 12-06
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 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.26. (C) TX.128.24 (8.26.) - English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize and distinguish phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
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English Level 1: Unit 03-04
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English Level 2: Unit 10-01
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English Level 2: Unit 16-07
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 English Level 2: Unit 18-01, 18-02, 18-03
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 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

STUDENT EXPECTATION 8.26. (D) TX.128.24 (8.26.) - English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to listen to and extract meaning from a variety of media such as audio tape, video, and CD ROM in all content areas (K-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
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English Level 2: Unit 12-03
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English Level 2: Unit 12-08



English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-07
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 English Level 2: Unit 13-09
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 English Level 2: Unit 14-01
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 English Level 2: Unit 15-02
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 English Level 2: Unit 15-09
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 English Level 2: Unit 16-01
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
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 English Level 3: Unit 01-09
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 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01



English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
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English Level 3: Unit 03-07
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English Level 3: Unit 04-01
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English Level 3: Unit 10-09
English Level 3: Unit 10-10



English Level 3: Unit 11-01
 English Level 3: Unit 11-02
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 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.26. (E) TX.128.24 (8.26.) - English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL).

Grade 8

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 2: Unit 14-09

STUDENT EXPECTATION 8.26. (F) TX.128.24 (8.26.) - English as a Second Language: Second language acquisition/listening. The ESOL student listens to a variety of speakers, including teachers, peers, and electronic media, to gain an increasing level of comprehension and appreciation for newly acquired language in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to infer meaning by making associations of utterances with actions, visuals, and the context of the situation (4-8/ESL).

Grade 8

English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-08
 English Level 1: Unit 05-10
 English Level 1: Unit 06-05
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 15-03
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05

STUDENT EXPECTATION 8.27. (A) TX.128.24 (8.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify people, places, objects, events, and basic concepts such as numbers,



days of the week, food, occupations, and time (K-8/ESL).

Grade 8

English Level 1: Unit 01-03
 English Level 1: Unit 01-07
 English Level 1: Unit 01-09
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-03
 English Level 1: Unit 05-04
 English Level 1: Unit 07-07
 English Level 1: Unit 07-08
 English Level 2: Unit 10-02
 English Level 2: Unit 10-08

STUDENT EXPECTATION 8.27. (B) TX.128.24 (8.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to share prior knowledge with peers and others to facilitate communication and to foster respect for others (K-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09



English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
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English Level 1: Unit 06-06
English Level 1: Unit 06-07
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English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
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English Level 1: Unit 07-07
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English Level 1: Unit 07-09
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English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
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English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01



English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
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English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
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English Level 2: Unit 12-01
English Level 2: Unit 12-02
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English Level 2: Unit 13-01
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English Level 2: Unit 13-09
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English Level 2: Unit 14-01
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English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
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English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
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English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09



English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
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English Level 3: Unit 03-04
English Level 3: Unit 03-05
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English Level 3: Unit 04-01
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English Level 3: Unit 04-09
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English Level 3: Unit 06-07
English Level 3: Unit 07-01
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English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04



English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
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 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
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 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.27. (C) TX.128.24 (8.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to ask and give information such as directions and address as well as name, age, and nationality (K-8/ESL).

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 01-10
 English Level 1: Unit 03-05
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-09
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-05
 English Level 1: Unit 07-06
 English Level 1: Unit 07-08



English Level 1: Unit 07-10
 English Level 1: Unit 08-07
 English Level 1: Unit 08-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-05
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 11-01
 English Level 2: Unit 11-08
 English Level 2: Unit 12-01
 English Level 2: Unit 12-06
 English Level 2: Unit 12-08
 English Level 2: Unit 13-03
 English Level 2: Unit 13-08
 English Level 2: Unit 14-01
 English Level 2: Unit 15-06
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 3: Unit 01-10
 English Level 3: Unit 02-03
 English Level 3: Unit 04-06

STUDENT EXPECTATION 8.27. (D) TX.128.24 (8.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (4-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
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 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
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 English Level 1: Unit 03-01
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 English Level 1: Unit 03-06
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 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03



English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
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English Level 1: Unit 04-09
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English Level 1: Unit 05-01
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English Level 1: Unit 05-11
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 10-06
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English Level 2: Unit 11-01
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English Level 2: Unit 14-01
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English Level 2: Unit 16-01
English Level 2: Unit 16-02
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
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 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-09
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-01
 English Level 3: Unit 06-02
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-05
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-08



English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
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 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
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 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.27. (E) TX.128.24 (8.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to express ideas and feelings such as gratitude, needs, opinions, and greetings (K-8/ESL).

Grade 8

English Level 1: Unit 04-05
 English Level 1: Unit 05-10
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 2: Unit 09-04
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 10-02
 English Level 2: Unit 10-05
 English Level 2: Unit 10-10
 English Level 2: Unit 13-06
 English Level 3: Unit 02-05



English Level 3: Unit 11-04

STUDENT EXPECTATION 8.27. (F) TX.128.24 (8.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
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 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
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 English Level 1: Unit 05-04
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 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03



English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
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English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06



English Level 2: Unit 12-07
 English Level 2: Unit 12-08
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 English Level 2: Unit 13-01
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 English Level 2: Unit 14-01
 English Level 2: Unit 14-02
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 English Level 2: Unit 15-01
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 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-03
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 English Level 3: Unit 01-07
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 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01



English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
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English Level 3: Unit 03-01
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English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04



English Level 3: Unit 10-05
 English Level 3: Unit 10-06
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 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.27. (G) TX.128.24 (8.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters (K-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02



English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04



English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
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English Level 2: Unit 13-01
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English Level 2: Unit 14-01
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English Level 2: Unit 15-01
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English Level 2: Unit 16-01
English Level 2: Unit 16-02
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English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08



English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
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English Level 3: Unit 04-02
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English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01



English Level 3: Unit 09-02
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
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 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
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 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.27. (H) TX.128.24 (8.27.) - English as a Second Language: Second language acquisition/speaking. The ESOL student speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using developmental vocabulary with increasing fluency and accuracy in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to describe the immediate surroundings such as classroom, school, or home (K-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 03-01
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10



English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-10
 English Level 1: Unit 06-03
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 English Level 1: Unit 08-03
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 English Level 2: Unit 12-01
 English Level 2: Unit 12-07
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 English Level 2: Unit 14-02
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 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 01-01
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
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 English Level 3: Unit 01-07
 English Level 3: Unit 01-10
 English Level 3: Unit 02-04
 English Level 3: Unit 03-06
 English Level 3: Unit 03-08
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 05-01
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05



English Level 3: Unit 05-06
 English Level 3: Unit 06-01
 English Level 3: Unit 06-05
 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
 English Level 3: Unit 07-03
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 08-06
 English Level 3: Unit 09-04
 English Level 3: Unit 10-06
 English Level 3: Unit 12-01

STUDENT EXPECTATION 8.28. (C) TX.128.24 (8.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to read authentic literature to develop vocabulary, structures, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL).

Grade 8

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 1: Unit 08-11
 English Level 2: Unit 12-08

STUDENT EXPECTATION 8.28. (D) TX.128.24 (8.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to participate in shared reading (K-8/ESL).

Grade 8

English Level 1: Unit 05-02
 English Level 1: Unit 08-11

STUDENT EXPECTATION 8.28. (E) TX.128.24 (8.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to develop basic sight vocabulary (K-8/ESL).

Grade 8

English Level 1: Unit 03-08
 English Level 1: Unit 07-01

STUDENT EXPECTATION 8.28. (F) TX.128.24 (8.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL).

Grade 8

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 12-04
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 03-07

STUDENT EXPECTATION 8.28. (G) TX.128.24 (8.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of



proficiency in English.

The student is expected to read silently with increasing ease for longer periods (K-8/ESL).

Grade 8

English Level 3: Unit 12-04

STUDENT EXPECTATION 8.28. (H) TX.128.24 (8.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use print from the environment to derive meaning (K-8/ESL).

Grade 8

English Level 2: Unit 11-07

English Level 2: Unit 12-02

STUDENT EXPECTATION 8.28. (I) TX.128.24 (8.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use graphic organizers as pre-reading activities to prepare for reading text (K-8/ESL).

Grade 8

English Level 1: Unit 06-11

English Level 2: Unit 10-06

STUDENT EXPECTATION 8.28. (J) TX.128.24 (8.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience (4-8/ESL).

Grade 8

English Level 1: Unit 02-02

English Level 1: Unit 04-09

English Level 1: Unit 05-01

English Level 1: Unit 05-10

English Level 1: Unit 07-01

English Level 1: Unit 07-02

English Level 2: Unit 09-03

English Level 2: Unit 10-01

English Level 2: Unit 10-03

English Level 2: Unit 10-05

English Level 2: Unit 10-06

English Level 2: Unit 10-07

English Level 2: Unit 10-08

English Level 2: Unit 11-01

English Level 2: Unit 11-02

English Level 2: Unit 11-04

English Level 2: Unit 11-08

English Level 2: Unit 11-09

English Level 2: Unit 12-06

English Level 2: Unit 13-01

English Level 2: Unit 13-04

English Level 2: Unit 13-07

English Level 2: Unit 14-01

English Level 2: Unit 15-03

English Level 2: Unit 15-07

English Level 2: Unit 15-10

English Level 2: Unit 16-07

English Level 2: Unit 18-04, 18-05, 18-06

English Level 3: Unit 03-07



English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.28. (K) TX.128.24 (8.28.) - English as a Second Language: Second language acquisition/reading. The ESOL student reads a variety of texts for a variety of purposes with an increasing level of comprehension in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to retell, role-play, and/or visually illustrate the order of events (4-8/ESL).

Grade 8

English Level 1: Unit 06-02
 English Level 1: Unit 06-08
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 12-02
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 03-05
 English Level 3: Unit 06-03
 English Level 3: Unit 12-04

STUDENT EXPECTATION 8.29. (A) TX.128.24 (8.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use basic capitalization and punctuation such as capitalizing names and first letters in sentences and using periods, question marks, and exclamation points (4-8/ESL).

Grade 8

English Level 2: Unit 12-06
 English Level 2: Unit 16-04

STUDENT EXPECTATION 8.29. (B) TX.128.24 (8.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL).

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 04-10
 English Level 2: Unit 13-05
 English Level 2: Unit 15-08
 English Level 2: Unit 17-07, 17-08
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04

STUDENT EXPECTATION 8.29. (C) TX.128.24 (8.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to write with more proficient use of orthographic patterns and rules such as qu together, consonant doubling, dropping final e, and changing y to i (2-8/ESL).

Grade 8

English Level 2: Unit 09-02



STUDENT EXPECTATION 8.29. (D) TX.128.24 (8.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to edit writing toward standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses in final drafts (2-8/ESL).

Grade 8

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-09
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-05
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 10-05
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 12-07
 English Level 2: Unit 13-03
 English Level 2: Unit 14-01
 English Level 2: Unit 14-10
 English Level 3: Unit 03-07
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09

**GRADE LEVEL
 EXPECTATION**

8.29. (E) TX.128.24 (8.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

(i) 8.29. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:

The student is expected to demonstrate knowledge of verbs, tenses, and auxiliaries, wh- words, and pronouns/antecedents (2-8/ESL).

Grade 8

English Level 1: Unit 01-02
 English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10



English Level 1: Unit 03-09
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-06
 English Level 1: Unit 06-08
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-11
 English Level 2: Unit 09-06
 English Level 2: Unit 09-07
 English Level 2: Unit 09-08
 English Level 2: Unit 09-10
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-03
 English Level 2: Unit 12-04
 English Level 2: Unit 12-07
 English Level 2: Unit 12-09
 English Level 2: Unit 13-02
 English Level 2: Unit 13-03
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 14-06
 English Level 2: Unit 14-10
 English Level 2: Unit 15-03
 English Level 2: Unit 15-10
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 3: Unit 03-06
 English Level 3: Unit 03-07
 English Level 3: Unit 03-08
 English Level 3: Unit 06-05
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

GRADE LEVEL EXPECTATION

- 8.29. (E) TX.128.24 (8.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
- (ii) 8.29. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
- The student is expected to demonstrate knowledge of nominative, objective, and possessive case (2-



8/ESL).

Grade 8

English Level 1: Unit 02-06
English Level 1: Unit 04-05
English Level 1: Unit 04-10
English Level 1: Unit 05-05
English Level 2: Unit 12-07
English Level 3: Unit 03-06
English Level 3: Unit 03-08
English Level 3: Unit 06-05
English Level 3: Unit 09-09
English Level 3: Unit 12-10

GRADE LEVEL EXPECTATION

- 8.29. (E) TX.128.24 (8.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
(iii)
8.29. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
The student is expected to demonstrate knowledge of parts of speech (2-8/ESL).

Grade 8

English Level 1: Unit 01-04
English Level 1: Unit 01-08
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 04-05
English Level 1: Unit 04-10
English Level 1: Unit 05-05
English Level 1: Unit 08-08
English Level 2: Unit 09-07
English Level 2: Unit 09-10
English Level 2: Unit 12-04
English Level 2: Unit 12-07
English Level 2: Unit 12-09
English Level 2: Unit 13-02
English Level 3: Unit 03-06
English Level 3: Unit 03-08
English Level 3: Unit 06-05
English Level 3: Unit 09-09
English Level 3: Unit 12-10

GRADE LEVEL EXPECTATION

- 8.29. (E) TX.128.24 (8.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.
(iv)
8.29. (E) - The student is expected to employ increasingly complex grammatical structures in writing, as follows:
The student is expected to demonstrate knowledge of negatives and contractions (2-8/ESL).

Grade 8

English Level 1: Unit 02-06
English Level 1: Unit 04-05
English Level 1: Unit 04-10
English Level 1: Unit 05-05
English Level 1: Unit 07-11
English Level 2: Unit 09-10
English Level 2: Unit 12-07
English Level 3: Unit 03-06
English Level 3: Unit 03-08
English Level 3: Unit 06-05
English Level 3: Unit 09-09
English Level 3: Unit 12-10



STUDENT EXPECTATION 8.29. (F) TX.128.24 (8.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to construct correct sentences, including a variety of sentence types and styles (2-8/ESL).

Grade 8

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
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 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
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 English Level 1: Unit 05-01
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 English Level 1: Unit 06-01
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 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02



English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
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English Level 2: Unit 10-02
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English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
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English Level 2: Unit 11-06
English Level 2: Unit 11-07
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English Level 2: Unit 12-01
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English Level 2: Unit 12-09
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English Level 2: Unit 13-01
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English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10



English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-03
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05
English Level 3: Unit 01-01
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
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English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-10
English Level 3: Unit 05-02
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04



English Level 3: Unit 06-05
 English Level 3: Unit 06-07
 English Level 3: Unit 07-01
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 English Level 3: Unit 07-03
 English Level 3: Unit 07-08
 English Level 3: Unit 07-09
 English Level 3: Unit 07-10
 English Level 3: Unit 08-01
 English Level 3: Unit 08-03
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.29. (G) TX.128.24 (8.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to combine multiple sentences into a unified sentence (2-8/ESL).

Grade 8

English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04



English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
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English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
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English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
English Level 2: Unit 09-04
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English Level 2: Unit 09-07
English Level 2: Unit 09-08



English Level 2: Unit 09-10
English Level 2: Unit 10-02
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English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-03
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-07, 17-08



English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 19-03, 19-04, 19-05
English Level 3: Unit 01-01
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-10
English Level 3: Unit 05-02
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
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English Level 3: Unit 08-01
English Level 3: Unit 08-03
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English Level 3: Unit 09-06
English Level 3: Unit 09-07
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English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-08



English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 8.29. (H) TX.128.24 (8.29.) - English as a Second Language: Second language acquisition/writing. The ESOL student writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in language arts and all content areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL).

Grade 8

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-03
 English Level 1: Unit 02-05
 English Level 1: Unit 02-07
 English Level 1: Unit 03-01
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-10
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-06
 English Level 1: Unit 07-02
 English Level 1: Unit 07-03
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 1: Unit 07-11
 English Level 1: Unit 08-02
 English Level 1: Unit 08-05
 English Level 1: Unit 08-10
 English Level 2: Unit 09-03
 English Level 2: Unit 09-05
 English Level 2: Unit 09-08
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 13-01
 English Level 2: Unit 13-10
 English Level 2: Unit 14-06
 English Level 2: Unit 15-02
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 15-08
 English Level 2: Unit 15-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-01, 18-02, 18-03



English Level 3: Unit 02-01
English Level 3: Unit 02-03
English Level 3: Unit 02-06
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-03
English Level 3: Unit 04-05
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 05-01
English Level 3: Unit 05-03
English Level 3: Unit 05-05
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03
English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08



English Level 3: Unit 12-09

STUDENT EXPECTATION 8.30. (A) TX.128.24 (8.30.) - English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to describe how illustrations support written texts or tell a story (4-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-05
 English Level 1: Unit 05-06
 English Level 1: Unit 05-07
 English Level 1: Unit 05-08
 English Level 1: Unit 05-09
 English Level 1: Unit 05-10
 English Level 1: Unit 05-11
 English Level 1: Unit 06-01
 English Level 1: Unit 06-02
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-05
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-08
 English Level 1: Unit 06-09
 English Level 1: Unit 06-10



English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01



English Level 2: Unit 14-02
 English Level 2: Unit 14-03
 English Level 2: Unit 14-04
 English Level 2: Unit 14-05
 English Level 2: Unit 14-06
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 14-10
 English Level 2: Unit 15-01
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 2: Unit 15-06
 English Level 2: Unit 16-01
 English Level 2: Unit 16-03
 English Level 2: Unit 16-04
 English Level 2: Unit 16-05
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 16-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 17-07, 17-08
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 04-01
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-06
 English Level 3: Unit 04-07
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 07-05
 English Level 3: Unit 08-03
 English Level 3: Unit 10-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-03
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 8.30. (B) TX.128.24 (8.30.) - English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to tell important events and ideas gleaned from video segments, graphic art, or technology presentations (4-8/ESL).

Grade 8

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

STUDENT EXPECTATION 8.30. (C) TX.128.24 (8.30.) - English as a Second Language: Second language acquisition/viewing and representing.



The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL).

Grade 8

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

STUDENT EXPECTATION 8.30. (D) TX.128.24 (8.30.) - English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to distinguish the purposes of various media forms such as information, entertainment, and persuasion (4-8/ESL).

Grade 8

English Level 1: Unit 06-08
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03

STUDENT EXPECTATION 8.30. (E) TX.128.24 (8.30.) - English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to produce visuals for his/her own messages, stories, and other kinds of communication (4-8/ESL).

Grade 8

English Level 1: Unit 01-01
 English Level 2: Unit 14-08

STUDENT EXPECTATION 8.30. (F) TX.128.24 (8.30.) - English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to explore and describe how color, shape, and line influence the message (4-8/ESL).

Grade 8

English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

STUDENT EXPECTATION 8.30. (G) TX.128.24 (8.30.) - English as a Second Language: Second language acquisition/viewing and representing. The ESOL student understands, interprets, analyzes, critiques, and produces a variety of visual representations with increasing effectiveness in language arts and all contents areas. The following expectations apply to the second language learner at his/her level of proficiency in English. The student is expected to produce communications using technology or appropriate media (4-8/ESL).



Grade 8

English Level 2: Unit 19-09, 19-10

English Level 3: Unit 07-04

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 9

United States Standards - Texas TEKS Standards

STUDENT EXPECTATION 9.1. (A) TX.128.25 (9.1.) - English as a Second Language, Reading: The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words. and

Grade 9

English Level 1: Unit 04-08

English Level 1: Unit 07-01

English Level 2: Unit 12-04

English Level 2: Unit 13-02

English Level 2: Unit 14-10

English Level 3: Unit 03-07

STUDENT EXPECTATION 9.1. (B) TX.128.25 (9.1.) - English as a Second Language, Reading: The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.

Grade 9

English Level 1: Unit 02-09

English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 9.2. (A) TX.128.25 (9.2.) - English as a Second Language, Reading: The student builds vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to expand vocabulary by reading, listening, and conversing.

Grade 9

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09



English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
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English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
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English Level 2: Unit 10-05
English Level 2: Unit 10-06



English Level 2: Unit 10-07
English Level 2: Unit 10-08
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English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
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English Level 2: Unit 11-04
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English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
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English Level 2: Unit 13-01
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English Level 2: Unit 14-01
English Level 2: Unit 14-02
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English Level 2: Unit 14-08
English Level 2: Unit 14-09
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English Level 2: Unit 15-01
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English Level 2: Unit 16-01
English Level 2: Unit 16-02
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English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

STUDENT EXPECTATION 9.2. (B) TX.128.25 (9.2.) - English as a Second Language, Reading: The student builds vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to determine word meaning by using context.

Grade 9

English Level 1: Unit 03-08
 English Level 1: Unit 04-08
 English Level 1: Unit 07-01
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 9.2. (C) TX.128.25 (9.2.) - English as a Second Language, Reading: The student builds vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to derive word meaning by applying knowledge of the meanings of prefixes, suffixes, and bases. and

Grade 9

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 9.2. (E) TX.128.25 (9.2.) - English as a Second Language, Reading: The student builds vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use reference aids such as glossary, dictionary, and available technology to investigate word origins, meanings, and usage.

Grade 9

English Level 1: Unit 02-09
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 9.3. (A) TX.128.25 (9.3.) - English as a Second Language, Reading: The student reads with fluency and understanding in increasingly demanding texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read silently for sustained periods of time.

Grade 9

English Level 3: Unit 12-04

STUDENT EXPECTATION 9.3. (B) TX.128.25 (9.3.) - English as a Second Language, Reading: The student reads with fluency and understanding in increasingly demanding texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read proficiently from diverse texts such as newspapers, textbooks, manuals, literature, references, and electronic text. and



Grade 9

English Level 1: Unit 02-02
 English Level 1: Unit 03-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 14-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 01-06
 English Level 3: Unit 03-05
 English Level 3: Unit 03-07
 English Level 3: Unit 04-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 10-08
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 9.3. (C) TX.128.25 (9.3.) - English as a Second Language, Reading: The student reads with fluency and understanding in increasingly demanding texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to adjust reading rate based on purposes for reading.

Grade 9

English Level 1: Unit 06-11
 English Level 2: Unit 10-06

STUDENT EXPECTATION 9.4. (A) TX.128.25 (9.4.) - English as a Second Language, Reading: The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw upon background knowledge to comprehend.

Grade 9

English Level 1: Unit 08-11



STUDENT EXPECTATION 9.4. (B) TX.128.25 (9.4.) - English as a Second Language, Reading: The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to establish and adjust both immediate and long-term purposes for reading such as to find out, understand, interpret, enjoy, and solve problems.

Grade 9

English Level 1: Unit 06-11
English Level 2: Unit 10-06
English Level 2: Unit 12-08
English Level 3: Unit 03-07
English Level 3: Unit 04-05
English Level 3: Unit 12-04

STUDENT EXPECTATION 9.4. (C) TX.128.25 (9.4.) - English as a Second Language, Reading: The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to monitor his/her own reading strategies and make adjustments when understanding breaks down such as by rereading, using resources, and questioning.

Grade 9

English Level 1: Unit 02-09
English Level 1: Unit 08-11
English Level 2: Unit 12-08
English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 9.4. (D) TX.128.25 (9.4.) - English as a Second Language, Reading: The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce summaries of texts that include main ideas and supporting details.

Grade 9

English Level 1: Unit 06-08
English Level 2: Unit 09-02
English Level 2: Unit 11-08
English Level 3: Unit 01-06
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 05-03
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07



English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

STUDENT EXPECTATION 9.4. (E) TX.128.25 (9.4.) - English as a Second Language, Reading: The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw inferences such as conclusions or generalizations from text and support them with text evidence. and

Grade 9

English Level 2: Unit 09-02
English Level 3: Unit 01-06
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 05-03
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

STUDENT EXPECTATION 9.5. (B) TX.128.25 (9.5.) - English as a Second Language, Reading: The student uses study strategies to learn from texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use various strategies to understand and recall text information such as previewing, skimming, using graphic aids and headings, rereading, and reviewing.

Grade 9

English Level 2: Unit 11-08
English Level 2: Unit 12-04
English Level 2: Unit 12-08
English Level 3: Unit 07-05

STUDENT EXPECTATION 9.5. (C) TX.128.25 (9.5.) - English as a Second Language, Reading: The student uses study strategies to learn from texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recall important text information by reviewing notes, rereading, and writing important ideas.

Grade 9

English Level 2: Unit 11-08
English Level 3: Unit 03-05
English Level 3: Unit 06-03
English Level 3: Unit 12-04



STUDENT EXPECTATION 9.5. (D) TX.128.25 (9.5.) - English as a Second Language, Reading: The student uses study strategies to learn from texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to answer different types of questions, including test-like questions such as multiple choice, open-ended, literal, and interpretative. and

Grade 9

English Level 1: Unit 01-10
English Level 2: Unit 11-08
English Level 3: Unit 03-01
English Level 3: Unit 03-04
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-05
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-07
English Level 3: Unit 09-01
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-06
English Level 3: Unit 09-09
English Level 3: Unit 11-02
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03

STUDENT EXPECTATION 9.5. (E) TX.128.25 (9.5.) - English as a Second Language, Reading: The student uses study strategies to learn from texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to practice test-taking skills by previewing questions, skimming texts, reading carefully, and revisiting questions.

Grade 9

English Level 2: Unit 11-08
English Level 2: Unit 12-04
English Level 2: Unit 12-08
English Level 3: Unit 07-05

STUDENT EXPECTATION 9.6. (A) TX.128.25 (9.6.) - English as a Second Language, Reading: The student researches self-selected topics through reading and writing. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to generate relevant, interesting, and researchable questions.

Grade 9

English Level 1: Unit 01-01
English Level 1: Unit 01-03
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-03
English Level 1: Unit 06-04



English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 3: Unit 01-02
English Level 3: Unit 01-04
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-05
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-06
English Level 3: Unit 04-03
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-06
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 07-03
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-04
English Level 3: Unit 08-05



English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 9.6. (B) TX.128.25 (9.6.) - English as a Second Language, Reading: The student researches self-selected topics through reading and writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to locate appropriate print and non-print information using text and technical resources, including databases.

Grade 9

English Level 1: Unit 01-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-04
 English Level 2: Unit 11-03
 English Level 2: Unit 14-04
 English Level 2: Unit 15-04
 English Level 2: Unit 16-02
 English Level 2: Unit 16-04
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 04-04
 English Level 3: Unit 05-01
 English Level 3: Unit 05-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-03
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-09
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 10-01
 English Level 3: Unit 10-04
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 9.6. (C) TX.128.25 (9.6.) - English as a Second Language, Reading: The student researches self-selected topics through reading and writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to organize and record new information in systematic ways such as notes, charts, and graphic organizers.



Grade 9

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

STUDENT EXPECTATION 9.6. (D) TX.128.25 (9.6.) - English as a Second Language, Reading: The student researches self-selected topics through reading and writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce research reports and projects in various formats and audiences.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08



English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 2: Unit 10-03
 English Level 2: Unit 12-10
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-02
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 06-04
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 9.6. (E) TX.128.25 (9.6.) - English as a Second Language, Reading: The student researches self-selected topics through reading and writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw conclusions based on the information gathered. and

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06



English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-06
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-03
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07



STUDENT EXPECTATION 9.6. (F) TX.128.25 (9.6.) - English as a Second Language, Reading: The student researches self-selected topics through reading and writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify relevant questions for further study from research findings or conclusions.

Grade 9

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06



English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 3: Unit 01-02
English Level 3: Unit 01-04
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-05
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-06
English Level 3: Unit 04-03
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-06
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 07-03
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 09-01
English Level 3: Unit 09-03
English Level 3: Unit 09-06
English Level 3: Unit 10-04
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-02
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 10

United States Standards - Texas TEKS Standards

STUDENT EXPECTATION 10.1. (A) TX.128.25 (10.1.) - English as a Second Language, Reading: The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to apply knowledge of letter-sound correspondences, language structure, and context to recognize words. and

Grade 10

English Level 1: Unit 04-08

English Level 1: Unit 07-01

English Level 2: Unit 12-04

English Level 2: Unit 13-02

English Level 2: Unit 14-10

English Level 3: Unit 03-07

STUDENT EXPECTATION 10.1. (B) TX.128.25 (10.1.) - English as a Second Language, Reading: The student uses a variety of word recognition strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.

Grade 10

English Level 1: Unit 02-09

English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 10.2. (A) TX.128.25 (10.2.) - English as a Second Language, Reading: The student builds vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to expand vocabulary by reading, listening, and conversing.

Grade 10

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09



English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-01
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06



English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06



English Level 2: Unit 17-07, 17-08
 English Level 2: Unit 17-09, 17-10
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-01
 English Level 3: Unit 02-03

STUDENT EXPECTATION 10.2. (B) TX.128.25 (10.2.) - English as a Second Language, Reading: The student builds vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to determine word meaning by using context.

Grade 10

English Level 1: Unit 03-08
 English Level 1: Unit 04-08
 English Level 1: Unit 07-01
 English Level 2: Unit 13-02
 English Level 2: Unit 14-10
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 10.2. (C) TX.128.25 (10.2.) - English as a Second Language, Reading: The student builds vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to derive word meaning by applying knowledge of the meanings of prefixes, suffixes, and bases. and

Grade 10

English Level 1: Unit 03-08
 English Level 1: Unit 07-01
 English Level 2: Unit 14-10
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 03-05

STUDENT EXPECTATION 10.2. (E) TX.128.25 (10.2.) - English as a Second Language, Reading: The student builds vocabulary through reading and systematic word study. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use reference aids such as glossary, dictionary, and available technology to investigate word origins, meanings, and usage.

Grade 10

English Level 1: Unit 02-09
 English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 10.3. (A) TX.128.25 (10.3.) - English as a Second Language, Reading: The student reads with fluency and understanding in increasingly demanding texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read silently for sustained periods of time.

Grade 10

English Level 3: Unit 12-04

STUDENT EXPECTATION 10.3. (B) TX.128.25 (10.3.) - English as a Second Language, Reading: The student reads with fluency and understanding in increasingly demanding texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to read proficiently from diverse texts such as newspapers, textbooks, manuals, literature, references, and electronic text. and



Grade 10

English Level 1: Unit 02-02
 English Level 1: Unit 03-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-01
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-01
 English Level 2: Unit 10-03
 English Level 2: Unit 10-05
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-08
 English Level 2: Unit 11-02
 English Level 2: Unit 11-08
 English Level 2: Unit 11-09
 English Level 2: Unit 12-06
 English Level 2: Unit 13-01
 English Level 2: Unit 13-04
 English Level 2: Unit 13-07
 English Level 2: Unit 14-01
 English Level 2: Unit 14-09
 English Level 2: Unit 15-03
 English Level 2: Unit 15-07
 English Level 2: Unit 15-10
 English Level 2: Unit 16-07
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 3: Unit 01-06
 English Level 3: Unit 03-05
 English Level 3: Unit 03-07
 English Level 3: Unit 04-03
 English Level 3: Unit 06-04
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 10-08
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 10.3. (C) TX.128.25 (10.3.) - English as a Second Language, Reading: The student reads with fluency and understanding in increasingly demanding texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to adjust reading rate based on purposes for reading.

Grade 10

English Level 1: Unit 06-11
 English Level 2: Unit 10-06

STUDENT EXPECTATION 10.4. (A) TX.128.25 (10.4.) - English as a Second Language, Reading: The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw upon background knowledge to comprehend.

Grade 10

English Level 1: Unit 08-11



STUDENT EXPECTATION 10.4. (B) TX.128.25 (10.4.) - English as a Second Language, Reading: The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to establish and adjust both immediate and long-term purposes for reading such as to find out, understand, interpret, enjoy, and solve problems.

Grade 10

English Level 1: Unit 06-11
English Level 2: Unit 10-06
English Level 2: Unit 12-08
English Level 3: Unit 03-07
English Level 3: Unit 04-05
English Level 3: Unit 12-04

STUDENT EXPECTATION 10.4. (C) TX.128.25 (10.4.) - English as a Second Language, Reading: The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to monitor his/her own reading strategies and make adjustments when understanding breaks down such as by rereading, using resources, and questioning.

Grade 10

English Level 1: Unit 02-09
English Level 1: Unit 08-11
English Level 2: Unit 12-08
English Level 2: Unit 19-03, 19-04, 19-05

STUDENT EXPECTATION 10.4. (D) TX.128.25 (10.4.) - English as a Second Language, Reading: The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce summaries of texts that include main ideas and supporting details.

Grade 10

English Level 1: Unit 06-08
English Level 2: Unit 09-02
English Level 2: Unit 11-08
English Level 3: Unit 01-06
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 05-03
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07



English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

STUDENT EXPECTATION 10.4. (E) TX.128.25 (10.4.) - English as a Second Language, Reading: The student comprehends selections using a variety of strategies. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw inferences such as conclusions or generalizations from text and support them with text evidence. and

Grade 10

English Level 2: Unit 09-02
English Level 3: Unit 01-06
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 05-03
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

STUDENT EXPECTATION 10.5. (B) TX.128.25 (10.5.) - English as a Second Language, Reading: The student uses study strategies to learn from texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use various strategies to understand and recall text information such as previewing, skimming, using graphic aids and headings, rereading, and reviewing.

Grade 10

English Level 2: Unit 11-08
English Level 2: Unit 12-04
English Level 2: Unit 12-08
English Level 3: Unit 07-05

STUDENT EXPECTATION 10.5. (C) TX.128.25 (10.5.) - English as a Second Language, Reading: The student uses study strategies to learn from texts. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recall important text information by reviewing notes, rereading, and writing important ideas.

Grade 10

English Level 2: Unit 11-08
English Level 3: Unit 03-05
English Level 3: Unit 06-03
English Level 3: Unit 12-04



STUDENT EXPECTATION 10.5. (D) TX.128.25 (10.5.) - English as a Second Language, Reading: The student uses study strategies to learn from texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to answer different types of questions, including test-like questions such as multiple choice, open-ended, literal, and interpretative. and

Grade 10

English Level 1: Unit 01-10
English Level 2: Unit 11-08
English Level 3: Unit 03-01
English Level 3: Unit 03-04
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-05
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-07
English Level 3: Unit 09-01
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-06
English Level 3: Unit 09-09
English Level 3: Unit 11-02
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03

STUDENT EXPECTATION 10.5. (E) TX.128.25 (10.5.) - English as a Second Language, Reading: The student uses study strategies to learn from texts. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to practice test-taking skills by previewing questions, skimming texts, reading carefully, and revisiting questions.

Grade 10

English Level 2: Unit 11-08
English Level 2: Unit 12-04
English Level 2: Unit 12-08
English Level 3: Unit 07-05

STUDENT EXPECTATION 10.6. (A) TX.128.25 (10.6.) - English as a Second Language, Reading: The student researches self-selected topics through reading and writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to generate relevant, interesting, and researchable questions.

Grade 10

English Level 1: Unit 01-01
English Level 1: Unit 01-03
English Level 1: Unit 01-06
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-08
English Level 1: Unit 04-03
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 05-06
English Level 1: Unit 05-08
English Level 1: Unit 06-03
English Level 1: Unit 06-04



English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 08-02
English Level 1: Unit 08-04
English Level 1: Unit 08-06
English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 3: Unit 01-02
English Level 3: Unit 01-04
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-05
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-06
English Level 3: Unit 04-03
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-06
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 07-03
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-04
English Level 3: Unit 08-05



English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-06
 English Level 3: Unit 10-04
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 10.6. (B) TX.128.25 (10.6.) - English as a Second Language, Reading: The student researches self-selected topics through reading and writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to locate appropriate print and non-print information using text and technical resources, including databases.

Grade 10

English Level 1: Unit 01-10
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-04
 English Level 2: Unit 11-03
 English Level 2: Unit 14-04
 English Level 2: Unit 15-04
 English Level 2: Unit 16-02
 English Level 2: Unit 16-04
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 04-04
 English Level 3: Unit 05-01
 English Level 3: Unit 05-03
 English Level 3: Unit 06-01
 English Level 3: Unit 06-03
 English Level 3: Unit 07-06
 English Level 3: Unit 07-07
 English Level 3: Unit 07-09
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-05
 English Level 3: Unit 09-01
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 10-01
 English Level 3: Unit 10-04
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-10
 English Level 3: Unit 11-02
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07

STUDENT EXPECTATION 10.6. (C) TX.128.25 (10.6.) - English as a Second Language, Reading: The student researches self-selected topics through reading and writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to organize and record new information in systematic ways such as notes, charts, and graphic organizers.



Grade 10

English Level 1: Unit 01-02
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-04
 English Level 1: Unit 03-06
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 05-04
 English Level 1: Unit 05-06
 English Level 1: Unit 05-09
 English Level 1: Unit 06-03
 English Level 1: Unit 08-01
 English Level 1: Unit 08-03
 English Level 1: Unit 08-06
 English Level 1: Unit 08-10
 English Level 1: Unit 08-11
 English Level 2: Unit 09-01
 English Level 2: Unit 09-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-09
 English Level 2: Unit 10-10
 English Level 2: Unit 12-10
 English Level 2: Unit 14-05
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 16-01
 English Level 2: Unit 16-06
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 18-01, 18-02, 18-03
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 3: Unit 01-03
 English Level 3: Unit 01-05
 English Level 3: Unit 01-06
 English Level 3: Unit 01-08
 English Level 3: Unit 05-02
 English Level 3: Unit 05-06
 English Level 3: Unit 07-04
 English Level 3: Unit 09-05

STUDENT EXPECTATION 10.6. (D) TX.128.25 (10.6.) - English as a Second Language, Reading: The student researches self-selected topics through reading and writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to produce research reports and projects in various formats and audiences.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 02-05
 English Level 1: Unit 03-02
 English Level 1: Unit 03-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-09
 English Level 1: Unit 06-04
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-08



English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-04
 English Level 1: Unit 08-09
 English Level 2: Unit 10-03
 English Level 2: Unit 12-10
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 3: Unit 01-02
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 06-04
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 09-06
 English Level 3: Unit 11-02
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-09

STUDENT EXPECTATION 10.6. (E) TX.128.25 (10.6.) - English as a Second Language, Reading: The student researches self-selected topics through reading and writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to draw conclusions based on the information gathered. and

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06



English Level 1: Unit 08-09
English Level 1: Unit 08-11
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-07
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 3: Unit 01-02
English Level 3: Unit 01-04
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-05
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-06
English Level 3: Unit 04-03
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-06
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 07-03
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 09-01
English Level 3: Unit 09-03
English Level 3: Unit 09-06
English Level 3: Unit 10-04
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-02
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07



STUDENT EXPECTATION 10.6. (F) TX.128.25 (10.6.) - English as a Second Language, Reading: The student researches self-selected topics through reading and writing. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify relevant questions for further study from research findings or conclusions.

Grade 10

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
 English Level 1: Unit 07-04
 English Level 1: Unit 07-05
 English Level 1: Unit 07-08
 English Level 1: Unit 07-09
 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07
 English Level 2: Unit 11-02
 English Level 2: Unit 11-03
 English Level 2: Unit 11-04
 English Level 2: Unit 11-05
 English Level 2: Unit 11-10
 English Level 2: Unit 12-08
 English Level 2: Unit 12-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
 English Level 2: Unit 15-04
 English Level 2: Unit 15-10
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06



English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 3: Unit 01-02
English Level 3: Unit 01-04
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-05
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-06
English Level 3: Unit 04-03
English Level 3: Unit 04-10
English Level 3: Unit 05-01
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English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-02
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 11

United States Standards - Texas TEKS Standards

STUDENT EXPECTATION 11.1. (B) TX.128.26 (11.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify the related components of the communication process.

Grade 11

English Level 2: Unit 13-06

STUDENT EXPECTATION 11.1. (C) TX.128.26 (11.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify standards of making communication choices considering appropriateness for self, listener, occasion, and task.

Grade 11

English Level 1: Unit 04-03

English Level 2: Unit 10-02

STUDENT EXPECTATION 11.1. (D) TX.128.26 (11.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify characteristics of oral language and analyze standards for using oral language appropriately.

Grade 11

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 2: Unit 14-09

STUDENT EXPECTATION 11.1. (E) TX.128.26 (11.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify the importance of using appropriate nonverbal communication.

Grade 11

English Level 1: Unit 05-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 15-03

STUDENT EXPECTATION 11.1. (G) TX.128.26 (11.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify the kinds of listening and analyze skills related to each type.

Grade 11

English Level 1: Unit 01-09

English Level 1: Unit 02-08

English Level 1: Unit 05-11

English Level 1: Unit 06-05

English Level 1: Unit 08-08

English Level 2: Unit 12-06

English Level 2: Unit 12-10

English Level 2: Unit 13-02

English Level 2: Unit 13-06

English Level 2: Unit 15-08

English Level 2: Unit 15-10



English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 04-09
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
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 English Level 3: Unit 05-07
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 English Level 3: Unit 08-01
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 English Level 3: Unit 08-04
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 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STUDENT EXPECTATION 11.1. (I) TX.128.26 (11.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze and develop techniques and strategies for building self-confidence and reducing communication apprehension.

Grade 11

English Level 2: Unit 13-06
 English Level 3: Unit 01-04

STUDENT EXPECTATION 11.1. (K) TX.128.26 (11.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to explain the importance of assuming responsibility for communication decisions.

Grade 11

English Level 1: Unit 04-03
 English Level 2: Unit 10-02

STUDENT EXPECTATION 11.2. (A) TX.128.26 (11.2.) - English as a Second Language, Speech: Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate verbal and nonverbal communication skills in interpersonal situations.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04



English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
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English Level 1: Unit 07-09
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English Level 2: Unit 14-03
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 02-01
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English Level 3: Unit 04-04
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English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05



English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 11.2. (B) TX.128.26 (11.2.) - English as a Second Language, Speech: Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use reflective empathic listening skills to respond appropriately in interpersonal situations.

Grade 11

English Level 1: Unit 02-06
 English Level 1: Unit 04-07
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 3: Unit 02-04

STUDENT EXPECTATION 11.2. (C) TX.128.26 (11.2.) - English as a Second Language, Speech: Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to explain the importance of using tact, courtesy, and assertiveness appropriately in interpersonal situations.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
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English Level 2: Unit 10-10
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03



English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
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English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 09-01
 English Level 3: Unit 09-02
 English Level 3: Unit 09-03
 English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
 English Level 3: Unit 09-08
 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
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 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 11.2. (D) TX.128.26 (11.2.) - English as a Second Language, Speech: Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify kinds of groups and analyze basic principles of group dynamics.

Grade 11

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 2: Unit 15-06
 English Level 3: Unit 01-09
 English Level 3: Unit 03-04
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04



STUDENT EXPECTATION 11.2. (E) TX.128.26 (11.2.) - English as a Second Language, Speech: Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate communication skills in groups to make plans or accomplish goals.

Grade 11

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 13-06
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

STUDENT EXPECTATION 11.2. (F) TX.128.26 (11.2.) - English as a Second Language, Speech: Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate strategies for agreeing or disagreeing in interpersonal and group situations. and

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03



English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
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English Level 1: Unit 05-09
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English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-04
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English Level 1: Unit 07-07
English Level 1: Unit 07-08
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English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
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English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05



English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
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English Level 2: Unit 16-01
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03



English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
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English Level 3: Unit 07-08



English Level 3: Unit 07-09
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 English Level 3: Unit 11-01
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 English Level 3: Unit 11-04
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 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 11.2. (G) TX.128.26 (11.2.) - English as a Second Language, Speech: Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to prepare and present an oral statement on a topic of interest or concern.

Grade 11

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10



English Level 3: Unit 09-06
English Level 3: Unit 12-04

STUDENT EXPECTATION 11.3. (A) TX.128.26 (11.3.) - English as a Second Language, Speech: Participating in social traditions. The student develops an understanding of social traditions. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify the importance of social traditions and ceremonies in various contexts and cultures.

Grade 11

English Level 1: Unit 04-03
English Level 2: Unit 10-02

STUDENT EXPECTATION 11.3. (B) TX.128.26 (11.3.) - English as a Second Language, Speech: Participating in social traditions. The student develops an understanding of social traditions. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to communicate appropriately in a variety of interpersonal social traditions, including making and acknowledging introductions and giving and accepting praise and criticism.

Grade 11

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
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English Level 1: Unit 03-07
English Level 1: Unit 03-08
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English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 04-10
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English Level 1: Unit 05-04
English Level 1: Unit 05-05



English Level 1: Unit 05-06
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English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 11-01
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English Level 2: Unit 11-06
English Level 2: Unit 11-07



English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
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English Level 2: Unit 13-01
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English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
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English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
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English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
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English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02



English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
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English Level 3: Unit 02-03
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 English Level 3: Unit 11-01
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 English Level 3: Unit 12-01
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 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 11.3. (D) TX.128.26 (11.3.) - English as a Second Language, Speech: Participating in social traditions. The student develops an understanding of social traditions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use effective techniques to prepare, organize, and present a speech for a special occasion. and

Grade 11

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STUDENT EXPECTATION 11.3. (E) TX.128.26 (11.3.) - English as a Second Language, Speech: Participating in social traditions. The student develops an understanding of social traditions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appreciative and critical-listening skills to analyze, evaluate, and respond appropriately to class, public, or media.



Grade 11

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 14-09
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

STUDENT EXPECTATION 11.4. (A) TX.128.26 (11.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to research ideas and topics to acquire accurate information from a variety of primary, secondary, and technological sources.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
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 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
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 English Level 1: Unit 07-10
 English Level 1: Unit 08-02
 English Level 1: Unit 08-04
 English Level 1: Unit 08-06
 English Level 1: Unit 08-09
 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
 English Level 2: Unit 09-04
 English Level 2: Unit 10-03
 English Level 2: Unit 10-04
 English Level 2: Unit 10-07



English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-10
English Level 2: Unit 12-08
English Level 2: Unit 12-10
English Level 2: Unit 14-04
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 15-02
English Level 2: Unit 15-04
English Level 2: Unit 15-10
English Level 2: Unit 16-02
English Level 2: Unit 16-04
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 02-01
English Level 3: Unit 02-05
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-06
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-06
English Level 3: Unit 06-01
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 07-03
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-09
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 09-01
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 10-01
English Level 3: Unit 10-04
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10



English Level 3: Unit 11-02
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07

STUDENT EXPECTATION 11.4. (B) TX.128.26 (11.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate communication skills to request, provide, and respond to information in interpersonal conversations.

Grade 11

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02



English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05



English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
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English Level 2: Unit 15-05
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English Level 2: Unit 15-07
English Level 2: Unit 15-08
English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
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English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10



English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
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English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04
English Level 3: Unit 09-05
English Level 3: Unit 09-06
English Level 3: Unit 09-07
English Level 3: Unit 09-08
English Level 3: Unit 09-09
English Level 3: Unit 10-01
English Level 3: Unit 10-02
English Level 3: Unit 10-03



English Level 3: Unit 10-04
English Level 3: Unit 10-05
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

STUDENT EXPECTATION 11.4. (C) TX.128.26 (11.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate verbal, nonverbal, and listening skills in interviews.

Grade 11

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 02-06
English Level 1: Unit 04-01
English Level 1: Unit 04-07
English Level 1: Unit 05-02
English Level 1: Unit 05-10
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 08-01
English Level 1: Unit 08-07
English Level 2: Unit 09-02
English Level 2: Unit 09-04
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-07
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-04
English Level 2: Unit 13-06
English Level 2: Unit 14-09
English Level 2: Unit 15-03
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-08
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 3: Unit 01-08
English Level 3: Unit 02-04
English Level 3: Unit 09-07
English Level 3: Unit 10-03
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-02



English Level 3: Unit 12-09

STUDENT EXPECTATION 11.4. (D) TX.128.26 (11.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate information and effective critical-thinking skills in group decision-making and problem-solving processes.

Grade 11

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

STUDENT EXPECTATION 11.4. (E) TX.128.26 (11.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to plan and present an informative group discussion for an audience.

Grade 11

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STUDENT EXPECTATION 11.4. (F) TX.128.26 (11.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to plan, research, organize, and write an informative speech.

Grade 11

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10



English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STUDENT EXPECTATION 11.4. (G) TX.128.26 (11.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to rehearse speeches to gain command of ideas and information, reduce communication apprehension, develop confidence, and practice presentation skills.

Grade 11

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-06
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STUDENT EXPECTATION 11.4. (H) TX.128.26 (11.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use notes, manuscripts, rostrum, and visual and auditory aids appropriately in speeches.

Grade 11

English Level 1: Unit 01-01
 English Level 2: Unit 14-08
 English Level 3: Unit 01-04

STUDENT EXPECTATION 11.4. (I) TX.128.26 (11.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use effective verbal and nonverbal communication in presenting informative speeches.

Grade 11

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 05-10



English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-06
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-03
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STUDENT EXPECTATION 11.4. (J) TX.128.26 (11.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches. and

Grade 11

English Level 1: Unit 01-09
 English Level 1: Unit 02-06
 English Level 1: Unit 02-08
 English Level 1: Unit 03-09
 English Level 1: Unit 04-07
 English Level 1: Unit 06-05
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 14-09
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 04-09
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-02
 English Level 3: Unit 08-01



English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STUDENT EXPECTATION 11.4. (K) TX.128.26 (11.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.

Grade 11

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-01
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-04
 English Level 1: Unit 03-05
 English Level 1: Unit 03-06
 English Level 1: Unit 03-07
 English Level 1: Unit 03-08
 English Level 1: Unit 03-09
 English Level 1: Unit 03-10
 English Level 1: Unit 04-01
 English Level 1: Unit 04-02
 English Level 1: Unit 04-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 04-10
 English Level 1: Unit 05-01
 English Level 1: Unit 05-02
 English Level 1: Unit 05-03
 English Level 1: Unit 05-04
 English Level 1: Unit 05-05



English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
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English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
English Level 2: Unit 09-03
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English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
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English Level 2: Unit 09-10
English Level 2: Unit 10-01
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English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07



English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
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English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
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English Level 2: Unit 15-01
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English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02



English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
English Level 3: Unit 04-03
English Level 3: Unit 04-04
English Level 3: Unit 04-05
English Level 3: Unit 04-06
English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
English Level 3: Unit 07-04
English Level 3: Unit 07-05
English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
English Level 3: Unit 07-09
English Level 3: Unit 07-10
English Level 3: Unit 08-01
English Level 3: Unit 08-02
English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03
English Level 3: Unit 09-04



English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
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 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-06
 English Level 3: Unit 10-07
 English Level 3: Unit 10-08
 English Level 3: Unit 10-09
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
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 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 11.5. (A) TX.128.26 (11.5.) - English as a Second Language, Speech: Persuading. The student expresses and responds appropriately to persuasive messages. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to recognize and develop skills for analyzing persuasive strategies such as propaganda devices and emotional appeals.

Grade 11

English Level 1: Unit 01-10
 English Level 3: Unit 01-05
 English Level 3: Unit 04-04

STUDENT EXPECTATION 11.5. (B) TX.128.26 (11.5.) - English as a Second Language, Speech: Persuading. The student expresses and responds appropriately to persuasive messages. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to respond appropriately to persuasive messages in situations such as accepting or rejecting peer pressure and making or responding to requests.

Grade 11

English Level 2: Unit 14-04
 English Level 3: Unit 01-05
 English Level 3: Unit 04-04
 English Level 3: Unit 10-02

STUDENT EXPECTATION 11.5. (C) TX.128.26 (11.5.) - English as a Second Language, Speech: Persuading. The student expresses and responds appropriately to persuasive messages. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to research, write, rehearse, and present persuasive speeches.

Grade 11

English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 04-04



STUDENT EXPECTATION 11.5. (D) TX.128.26 (11.5.) - English as a Second Language, Speech: Persuading. The student expresses and responds appropriately to persuasive messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to demonstrate persuasive skills in informal or formal argumentation, discussions, or debates. and

Grade 11

English Level 2: Unit 14-04

English Level 3: Unit 01-05

English Level 3: Unit 04-04

English Level 3: Unit 10-02

STUDENT EXPECTATION 11.5. (E) TX.128.26 (11.5.) - English as a Second Language, Speech: Persuading. The student expresses and responds appropriately to persuasive messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop and use critical listening skills to analyze, evaluate, and respond appropriately to class, public, or media presentations.

Grade 11

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-06

English Level 1: Unit 06-05

English Level 1: Unit 06-08

English Level 1: Unit 08-10

English Level 1: Unit 08-11

English Level 2: Unit 13-03

English Level 2: Unit 14-09

English Level 3: Unit 01-04

English Level 3: Unit 02-03

English Level 3: Unit 04-09

English Level 3: Unit 05-05

English Level 3: Unit 05-06

English Level 3: Unit 07-01

English Level 3: Unit 10-04

STUDENT EXPECTATION 11.6. (A) TX.128.26 (11.6.) - English as a Second Language, Speech: Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use imagination to plan, organize, and tell stories.

Grade 11

English Level 1: Unit 01-07

English Level 1: Unit 02-01

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-10

English Level 1: Unit 04-02

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 05-06

English Level 1: Unit 05-10

English Level 1: Unit 06-02

English Level 1: Unit 06-05

English Level 1: Unit 06-08

English Level 1: Unit 07-11

English Level 2: Unit 09-04

English Level 2: Unit 09-06

English Level 2: Unit 09-10

English Level 2: Unit 10-01

English Level 2: Unit 10-02

English Level 2: Unit 10-04

English Level 2: Unit 10-06



English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
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 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
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 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
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 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
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 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

STUDENT EXPECTATION 11.6. (B) TX.128.26 (11.6.) - English as a Second Language, Speech: Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The following expectations apply to the second language learner at his/her level of proficiency in English.
 The student is expected to use appropriate verbal and nonverbal skills to share stories.

Grade 11



English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-10
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 05-02
English Level 1: Unit 05-06
English Level 1: Unit 05-10
English Level 1: Unit 06-02
English Level 1: Unit 06-05
English Level 1: Unit 07-11
English Level 1: Unit 08-11
English Level 2: Unit 09-04
English Level 2: Unit 09-06
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-04
English Level 2: Unit 12-03
English Level 2: Unit 12-06
English Level 2: Unit 13-02
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-04
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-05
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 03-04
English Level 3: Unit 04-03
English Level 3: Unit 04-05
English Level 3: Unit 04-08
English Level 3: Unit 04-10
English Level 3: Unit 05-02



English Level 3: Unit 05-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

STUDENT EXPECTATION 11.6. (C) TX.128.26 (11.6.) - English as a Second Language, Speech: Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to select, analyze, adapt, interpret, and rehearse a variety of literary selections.

Grade 11

English Level 1: Unit 05-02
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STUDENT EXPECTATION 11.6. (D) TX.128.26 (11.6.) - English as a Second Language, Speech: Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use effective group decision-making skills in group performances.

Grade 11

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 2: Unit 15-06
 English Level 3: Unit 01-09
 English Level 3: Unit 03-04
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

STUDENT EXPECTATION 11.6. (E) TX.128.26 (11.6.) - English as a Second Language, Speech: Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate verbal and nonverbal skills in individual or group interpretations of literature. and

Grade 11

English Level 1: Unit 05-02
 English Level 1: Unit 05-10
 English Level 1: Unit 08-11



English Level 2: Unit 10-07
English Level 2: Unit 11-01
English Level 2: Unit 11-04
English Level 2: Unit 13-06
English Level 2: Unit 15-03
English Level 3: Unit 03-07
English Level 3: Unit 04-05

STUDENT EXPECTATION 11.6. (F) TX.128.26 (11.6.) - English as a Second Language, Speech: Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appreciative and critical-listening skills to respond appropriately to class, public, or media performances.

Grade 11

English Level 1: Unit 01-10
English Level 1: Unit 03-09
English Level 1: Unit 04-01
English Level 1: Unit 04-06
English Level 1: Unit 06-05
English Level 1: Unit 06-08
English Level 1: Unit 08-10
English Level 2: Unit 13-03
English Level 2: Unit 14-09
English Level 3: Unit 01-04
English Level 3: Unit 02-03
English Level 3: Unit 05-05
English Level 3: Unit 05-06

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Rosetta Stone Version 2 - English Master

English Language Learners

Grade 12

United States Standards - Texas TEKS Standards

STUDENT EXPECTATION 12.1. (A) TX.128.26 (12.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to recognize and explain the importance of communication in social, academic, citizenship, and professional roles.

Grade 12

English Level 1: Unit 02-06
English Level 1: Unit 04-03
English Level 1: Unit 04-07
English Level 2: Unit 09-04
English Level 2: Unit 09-10
English Level 2: Unit 10-02
English Level 2: Unit 10-10
English Level 3: Unit 02-04

STUDENT EXPECTATION 12.1. (B) TX.128.26 (12.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify the related components of the communication process.

Grade 12

English Level 2: Unit 13-06

STUDENT EXPECTATION 12.1. (C) TX.128.26 (12.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify standards of making communication choices considering appropriateness for self, listener, occasion, and task.

Grade 12

English Level 1: Unit 04-03
English Level 2: Unit 10-02

STUDENT EXPECTATION 12.1. (D) TX.128.26 (12.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify characteristics of oral language and analyze standards for using oral language appropriately.

Grade 12

English Level 1: Unit 01-10
English Level 1: Unit 03-09
English Level 2: Unit 14-09

STUDENT EXPECTATION 12.1. (E) TX.128.26 (12.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.
The student is expected to identify the importance of using appropriate nonverbal communication.

Grade 12

English Level 1: Unit 05-10
English Level 2: Unit 10-07
English Level 2: Unit 11-01
English Level 2: Unit 11-04
English Level 2: Unit 15-03

STUDENT EXPECTATION 12.1. (G) TX.128.26 (12.1.) - English as a Second Language, Speech: Understanding the communication process. The



student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify the kinds of listening and analyze skills related to each type.

Grade 12

English Level 1: Unit 01-09
 English Level 1: Unit 02-08
 English Level 1: Unit 05-11
 English Level 1: Unit 06-05
 English Level 1: Unit 08-08
 English Level 2: Unit 12-06
 English Level 2: Unit 12-10
 English Level 2: Unit 13-02
 English Level 2: Unit 13-06
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 04-09
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-02
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
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 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STUDENT EXPECTATION 12.1. (H) TX.128.26 (12.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze how perception of self and others affects communication.

Grade 12

English Level 1: Unit 04-03
 English Level 2: Unit 10-02

STUDENT EXPECTATION 12.1. (I) TX.128.26 (12.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to analyze and develop techniques and strategies for building self-confidence and reducing communication apprehension.



Grade 12

English Level 2: Unit 13-06

English Level 3: Unit 01-04

STUDENT EXPECTATION 12.1. (K) TX.128.26 (12.1.) - English as a Second Language, Speech: Understanding the communication process. The student demonstrates a knowledge of communication. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to explain the importance of assuming responsibility for communication decisions.

Grade 12

English Level 1: Unit 04-03

English Level 2: Unit 10-02

STUDENT EXPECTATION 12.2. (A) TX.128.26 (12.2.) - English as a Second Language, Speech: Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate verbal and nonverbal communication skills in interpersonal situations.

Grade 12

English Level 1: Unit 01-01

English Level 1: Unit 01-02

English Level 1: Unit 01-03

English Level 1: Unit 01-04

English Level 1: Unit 01-05

English Level 1: Unit 01-06

English Level 1: Unit 01-07

English Level 1: Unit 01-08

English Level 1: Unit 01-09

English Level 1: Unit 01-10

English Level 1: Unit 02-01

English Level 1: Unit 02-02

English Level 1: Unit 02-03

English Level 1: Unit 02-04

English Level 1: Unit 02-05

English Level 1: Unit 02-06

English Level 1: Unit 02-07

English Level 1: Unit 02-08

English Level 1: Unit 02-09

English Level 1: Unit 02-10

English Level 1: Unit 03-01

English Level 1: Unit 03-02

English Level 1: Unit 03-03

English Level 1: Unit 03-04

English Level 1: Unit 03-05

English Level 1: Unit 03-06

English Level 1: Unit 03-07

English Level 1: Unit 03-08

English Level 1: Unit 03-09

English Level 1: Unit 03-10

English Level 1: Unit 04-01

English Level 1: Unit 04-02

English Level 1: Unit 04-03

English Level 1: Unit 04-04

English Level 1: Unit 04-05

English Level 1: Unit 04-06

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 04-10

English Level 1: Unit 05-01

English Level 1: Unit 05-02

English Level 1: Unit 05-03

English Level 1: Unit 05-04



English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
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English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01



English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
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English Level 3: Unit 03-04
English Level 3: Unit 03-05
English Level 3: Unit 03-06
English Level 3: Unit 03-07
English Level 3: Unit 03-08
English Level 3: Unit 04-01
English Level 3: Unit 04-02
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English Level 3: Unit 04-07
English Level 3: Unit 04-08
English Level 3: Unit 04-09
English Level 3: Unit 04-10
English Level 3: Unit 05-01
English Level 3: Unit 05-02
English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02
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English Level 3: Unit 08-03
English Level 3: Unit 08-04
English Level 3: Unit 08-05
English Level 3: Unit 08-06
English Level 3: Unit 09-01
English Level 3: Unit 09-02
English Level 3: Unit 09-03



English Level 3: Unit 09-04
 English Level 3: Unit 09-05
 English Level 3: Unit 09-06
 English Level 3: Unit 09-07
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 English Level 3: Unit 09-09
 English Level 3: Unit 10-01
 English Level 3: Unit 10-02
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 English Level 3: Unit 10-07
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 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
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 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02
 English Level 3: Unit 12-03
 English Level 3: Unit 12-04
 English Level 3: Unit 12-05
 English Level 3: Unit 12-06
 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 12.2. (B) TX.128.26 (12.2.) - English as a Second Language, Speech: Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use reflective empathic listening skills to respond appropriately in interpersonal situations.

Grade 12

English Level 1: Unit 02-06
 English Level 1: Unit 04-07
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-10
 English Level 3: Unit 02-04

STUDENT EXPECTATION 12.2. (C) TX.128.26 (12.2.) - English as a Second Language, Speech: Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to explain the importance of using tact, courtesy, and assertiveness appropriately in interpersonal situations.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01



English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
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English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
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English Level 1: Unit 05-06
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English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
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English Level 1: Unit 06-11
English Level 1: Unit 07-01
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English Level 1: Unit 07-07
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English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04



English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02
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English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09



English Level 2: Unit 14-10
English Level 2: Unit 15-01
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English Level 2: Unit 16-06
English Level 2: Unit 16-07
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English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
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English Level 3: Unit 04-08
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English Level 3: Unit 04-10



English Level 3: Unit 05-01
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English Level 3: Unit 06-01
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English Level 3: Unit 11-01
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English Level 3: Unit 11-05
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English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10



STUDENT EXPECTATION 12.2. (D) TX.128.26 (12.2.) - English as a Second Language, Speech: Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify kinds of groups and analyze basic principles of group dynamics.

Grade 12

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 2: Unit 15-06
 English Level 3: Unit 01-09
 English Level 3: Unit 03-04
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

STUDENT EXPECTATION 12.2. (E) TX.128.26 (12.2.) - English as a Second Language, Speech: Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate communication skills in groups to make plans or accomplish goals.

Grade 12

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 13-06
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

STUDENT EXPECTATION 12.2. (F) TX.128.26 (12.2.) - English as a Second Language, Speech: Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate strategies for agreeing or disagreeing in interpersonal and group situations. and

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07



English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
English Level 1: Unit 02-04
English Level 1: Unit 02-05
English Level 1: Unit 02-06
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-09
English Level 1: Unit 02-10
English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
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English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
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English Level 1: Unit 05-11
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English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
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English Level 1: Unit 07-10
English Level 1: Unit 07-11



English Level 1: Unit 08-01
English Level 1: Unit 08-02
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English Level 2: Unit 13-10
English Level 2: Unit 14-01
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English Level 2: Unit 14-04
English Level 2: Unit 14-05



English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
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English Level 2: Unit 15-01
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English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 01-04
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English Level 3: Unit 04-01
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English Level 3: Unit 04-07
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English Level 3: Unit 12-01
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English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08



English Level 3: Unit 12-09
English Level 3: Unit 12-10

STUDENT EXPECTATION 12.2. (G) TX.128.26 (12.2.) - English as a Second Language, Speech: Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to prepare and present an oral statement on a topic of interest or concern.

Grade 12

English Level 1: Unit 03-02
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 07-02
English Level 1: Unit 07-10
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 14-02
English Level 2: Unit 14-08
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 3: Unit 01-04
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 07-10
English Level 3: Unit 09-06
English Level 3: Unit 12-04

STUDENT EXPECTATION 12.3. (A) TX.128.26 (12.3.) - English as a Second Language, Speech: Participating in social traditions. The student develops an understanding of social traditions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to identify the importance of social traditions and ceremonies in various contexts and cultures.

Grade 12

English Level 1: Unit 04-03
English Level 2: Unit 10-02

STUDENT EXPECTATION 12.3. (B) TX.128.26 (12.3.) - English as a Second Language, Speech: Participating in social traditions. The student develops an understanding of social traditions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to communicate appropriately in a variety of interpersonal social traditions, including making and acknowledging introductions and giving and accepting praise and criticism.

Grade 12

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
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English Level 1: Unit 02-10



English Level 1: Unit 03-01
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English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
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English Level 2: Unit 09-03
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English Level 2: Unit 15-08



English Level 2: Unit 15-09
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English Level 2: Unit 16-01
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02



English Level 3: Unit 06-03
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 English Level 3: Unit 07-01
 English Level 3: Unit 07-02
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 English Level 3: Unit 12-05
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 English Level 3: Unit 12-07
 English Level 3: Unit 12-08
 English Level 3: Unit 12-09
 English Level 3: Unit 12-10

STUDENT EXPECTATION 12.3. (D) TX.128.26 (12.3.) - English as a Second Language, Speech: Participating in social traditions. The student develops an understanding of social traditions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use effective techniques to prepare, organize, and present a speech for a special occasion. and

Grade 12

English Level 1: Unit 03-02
 English Level 1: Unit 04-07



English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STUDENT EXPECTATION 12.3. (E) TX.128.26 (12.3.) - English as a Second Language, Speech: Participating in social traditions. The student develops an understanding of social traditions. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appreciative and critical-listening skills to analyze, evaluate, and respond appropriately to class, public, or media.

Grade 12

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 14-09
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

STUDENT EXPECTATION 12.4. (A) TX.128.26 (12.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to research ideas and topics to acquire accurate information from a variety of primary, secondary, and technological sources.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-03
 English Level 1: Unit 01-06
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10
 English Level 1: Unit 03-02
 English Level 1: Unit 03-03
 English Level 1: Unit 03-08
 English Level 1: Unit 04-03
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09



English Level 1: Unit 05-06
 English Level 1: Unit 05-08
 English Level 1: Unit 06-03
 English Level 1: Unit 06-04
 English Level 1: Unit 06-06
 English Level 1: Unit 06-07
 English Level 1: Unit 06-11
 English Level 1: Unit 07-01
 English Level 1: Unit 07-02
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 English Level 1: Unit 07-10
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 English Level 1: Unit 08-11
 English Level 2: Unit 09-02
 English Level 2: Unit 09-03
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 English Level 2: Unit 10-04
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 English Level 2: Unit 11-02
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 English Level 2: Unit 12-08
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 English Level 2: Unit 14-04
 English Level 2: Unit 14-07
 English Level 2: Unit 14-08
 English Level 2: Unit 15-02
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 English Level 2: Unit 15-10
 English Level 2: Unit 16-02
 English Level 2: Unit 16-04
 English Level 2: Unit 16-06
 English Level 2: Unit 16-07
 English Level 2: Unit 16-08
 English Level 2: Unit 17-04, 17-05, 17-06
 English Level 2: Unit 18-04, 18-05, 18-06
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-01
 English Level 3: Unit 01-02
 English Level 3: Unit 01-04
 English Level 3: Unit 01-05
 English Level 3: Unit 01-07
 English Level 3: Unit 01-08
 English Level 3: Unit 01-09
 English Level 3: Unit 02-01
 English Level 3: Unit 02-05
 English Level 3: Unit 03-01
 English Level 3: Unit 03-02
 English Level 3: Unit 03-06
 English Level 3: Unit 04-03
 English Level 3: Unit 04-04
 English Level 3: Unit 04-10
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02



English Level 3: Unit 05-03
English Level 3: Unit 05-06
English Level 3: Unit 06-01
English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 07-03
English Level 3: Unit 07-06
English Level 3: Unit 07-07
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English Level 3: Unit 09-01
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English Level 3: Unit 10-04
English Level 3: Unit 10-06
English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-02
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07

STUDENT EXPECTATION 12.4. (B) TX.128.26 (12.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate communication skills to request, provide, and respond to information in interpersonal conversations.

Grade 12

English Level 1: Unit 01-01
English Level 1: Unit 01-02
English Level 1: Unit 01-03
English Level 1: Unit 01-04
English Level 1: Unit 01-05
English Level 1: Unit 01-06
English Level 1: Unit 01-07
English Level 1: Unit 01-08
English Level 1: Unit 01-09
English Level 1: Unit 01-10
English Level 1: Unit 02-01
English Level 1: Unit 02-02
English Level 1: Unit 02-03
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English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08



English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
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English Level 1: Unit 04-04
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English Level 2: Unit 09-09
English Level 2: Unit 09-10



English Level 2: Unit 10-01
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English Level 2: Unit 16-07
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English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
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English Level 3: Unit 01-03
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English Level 3: Unit 12-01
English Level 3: Unit 12-02
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English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

STUDENT EXPECTATION 12.4. (C) TX.128.26 (12.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate verbal, nonverbal, and listening skills in interviews.

Grade 12

English Level 1: Unit 01-07
English Level 1: Unit 01-10
English Level 1: Unit 02-06
English Level 1: Unit 04-01
English Level 1: Unit 04-07
English Level 1: Unit 05-02
English Level 1: Unit 05-10
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 08-01
English Level 1: Unit 08-07



English Level 2: Unit 09-02
 English Level 2: Unit 09-04
 English Level 2: Unit 09-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 13-06
 English Level 2: Unit 14-09
 English Level 2: Unit 15-03
 English Level 2: Unit 16-02
 English Level 2: Unit 16-03
 English Level 2: Unit 16-08
 English Level 2: Unit 19-03, 19-04, 19-05
 English Level 2: Unit 19-06, 19-07, 19-08
 English Level 3: Unit 01-08
 English Level 3: Unit 02-04
 English Level 3: Unit 09-07
 English Level 3: Unit 10-03
 English Level 3: Unit 10-10
 English Level 3: Unit 11-01
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02
 English Level 3: Unit 12-09

STUDENT EXPECTATION 12.4. (D) TX.128.26 (12.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate information and effective critical-thinking skills in group decision-making and problem-solving processes.

Grade 12

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07
 English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 3: Unit 01-09
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

STUDENT EXPECTATION 12.4. (E) TX.128.26 (12.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to plan and present an informative group discussion for an audience.

Grade 12

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 12-10



English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STUDENT EXPECTATION 12.4. (F) TX.128.26 (12.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to plan, research, organize, and write an informative speech.

Grade 12

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 06-08
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-04
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06
 English Level 3: Unit 12-04

STUDENT EXPECTATION 12.4. (G) TX.128.26 (12.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to rehearse speeches to gain command of ideas and information, reduce communication apprehension, develop confidence, and practice presentation skills.

Grade 12

English Level 1: Unit 03-02
 English Level 1: Unit 04-07
 English Level 1: Unit 04-08
 English Level 1: Unit 04-09
 English Level 1: Unit 07-02
 English Level 1: Unit 07-10
 English Level 2: Unit 12-10
 English Level 2: Unit 13-01
 English Level 2: Unit 13-06
 English Level 2: Unit 14-02
 English Level 2: Unit 14-08
 English Level 2: Unit 15-04
 English Level 2: Unit 15-05
 English Level 3: Unit 01-04
 English Level 3: Unit 06-03
 English Level 3: Unit 06-04
 English Level 3: Unit 07-10
 English Level 3: Unit 09-06



English Level 3: Unit 12-04

STUDENT EXPECTATION 12.4. (H) TX.128.26 (12.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use notes, manuscripts, rostrum, and visual and auditory aids appropriately in speeches.

Grade 12

English Level 1: Unit 01-01

English Level 2: Unit 14-08

English Level 3: Unit 01-04

STUDENT EXPECTATION 12.4. (I) TX.128.26 (12.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use effective verbal and nonverbal communication in presenting informative speeches.

Grade 12

English Level 1: Unit 03-02

English Level 1: Unit 04-07

English Level 1: Unit 04-08

English Level 1: Unit 04-09

English Level 1: Unit 05-10

English Level 1: Unit 07-02

English Level 1: Unit 07-10

English Level 2: Unit 10-07

English Level 2: Unit 11-01

English Level 2: Unit 11-04

English Level 2: Unit 12-10

English Level 2: Unit 13-01

English Level 2: Unit 13-06

English Level 2: Unit 14-02

English Level 2: Unit 14-08

English Level 2: Unit 15-03

English Level 2: Unit 15-04

English Level 2: Unit 15-05

English Level 3: Unit 01-04

English Level 3: Unit 06-03

English Level 3: Unit 06-04

English Level 3: Unit 07-10

English Level 3: Unit 09-06

English Level 3: Unit 12-04

STUDENT EXPECTATION 12.4. (J) TX.128.26 (12.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches. and

Grade 12

English Level 1: Unit 01-09

English Level 1: Unit 02-06

English Level 1: Unit 02-08

English Level 1: Unit 03-09

English Level 1: Unit 04-07

English Level 1: Unit 06-05

English Level 2: Unit 09-04

English Level 2: Unit 09-10

English Level 2: Unit 10-02

English Level 2: Unit 10-10

English Level 2: Unit 12-06

English Level 2: Unit 12-10

English Level 2: Unit 13-02



English Level 2: Unit 14-09
 English Level 2: Unit 15-08
 English Level 2: Unit 15-10
 English Level 2: Unit 16-05
 English Level 2: Unit 16-10
 English Level 2: Unit 18-07, 18-08, 18-09
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-03
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 02-06
 English Level 3: Unit 03-01
 English Level 3: Unit 03-03
 English Level 3: Unit 04-09
 English Level 3: Unit 05-01
 English Level 3: Unit 05-02
 English Level 3: Unit 05-03
 English Level 3: Unit 05-04
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06
 English Level 3: Unit 05-07
 English Level 3: Unit 06-02
 English Level 3: Unit 08-01
 English Level 3: Unit 08-02
 English Level 3: Unit 08-03
 English Level 3: Unit 08-04
 English Level 3: Unit 08-05
 English Level 3: Unit 08-06
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-03
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-01
 English Level 3: Unit 12-02

STUDENT EXPECTATION 12.4. (K) TX.128.26 (12.4.) - English as a Second Language, Speech: Informing. The student expresses and responds appropriately to informative messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.

Grade 12

English Level 1: Unit 01-01
 English Level 1: Unit 01-02
 English Level 1: Unit 01-03
 English Level 1: Unit 01-04
 English Level 1: Unit 01-05
 English Level 1: Unit 01-06
 English Level 1: Unit 01-07
 English Level 1: Unit 01-08
 English Level 1: Unit 01-09
 English Level 1: Unit 01-10
 English Level 1: Unit 02-01
 English Level 1: Unit 02-02
 English Level 1: Unit 02-03
 English Level 1: Unit 02-04
 English Level 1: Unit 02-05
 English Level 1: Unit 02-06
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-09
 English Level 1: Unit 02-10



English Level 1: Unit 03-01
English Level 1: Unit 03-02
English Level 1: Unit 03-03
English Level 1: Unit 03-04
English Level 1: Unit 03-05
English Level 1: Unit 03-06
English Level 1: Unit 03-07
English Level 1: Unit 03-08
English Level 1: Unit 03-09
English Level 1: Unit 03-10
English Level 1: Unit 04-01
English Level 1: Unit 04-02
English Level 1: Unit 04-03
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 04-07
English Level 1: Unit 04-08
English Level 1: Unit 04-09
English Level 1: Unit 04-10
English Level 1: Unit 05-01
English Level 1: Unit 05-02
English Level 1: Unit 05-03
English Level 1: Unit 05-04
English Level 1: Unit 05-05
English Level 1: Unit 05-06
English Level 1: Unit 05-07
English Level 1: Unit 05-08
English Level 1: Unit 05-09
English Level 1: Unit 05-10
English Level 1: Unit 05-11
English Level 1: Unit 06-01
English Level 1: Unit 06-02
English Level 1: Unit 06-03
English Level 1: Unit 06-04
English Level 1: Unit 06-05
English Level 1: Unit 06-06
English Level 1: Unit 06-07
English Level 1: Unit 06-08
English Level 1: Unit 06-09
English Level 1: Unit 06-10
English Level 1: Unit 06-11
English Level 1: Unit 07-01
English Level 1: Unit 07-02
English Level 1: Unit 07-03
English Level 1: Unit 07-04
English Level 1: Unit 07-05
English Level 1: Unit 07-06
English Level 1: Unit 07-07
English Level 1: Unit 07-08
English Level 1: Unit 07-09
English Level 1: Unit 07-10
English Level 1: Unit 07-11
English Level 1: Unit 08-01
English Level 1: Unit 08-02
English Level 1: Unit 08-03
English Level 1: Unit 08-04
English Level 1: Unit 08-05
English Level 1: Unit 08-06
English Level 1: Unit 08-07
English Level 1: Unit 08-08
English Level 1: Unit 08-09
English Level 1: Unit 08-10
English Level 1: Unit 08-11
English Level 2: Unit 09-01
English Level 2: Unit 09-02



English Level 2: Unit 09-03
English Level 2: Unit 09-04
English Level 2: Unit 09-05
English Level 2: Unit 09-06
English Level 2: Unit 09-07
English Level 2: Unit 09-08
English Level 2: Unit 09-09
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-03
English Level 2: Unit 10-04
English Level 2: Unit 10-05
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-08
English Level 2: Unit 10-09
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 11-03
English Level 2: Unit 11-04
English Level 2: Unit 11-05
English Level 2: Unit 11-06
English Level 2: Unit 11-07
English Level 2: Unit 11-08
English Level 2: Unit 11-09
English Level 2: Unit 11-10
English Level 2: Unit 12-01
English Level 2: Unit 12-02
English Level 2: Unit 12-03
English Level 2: Unit 12-04
English Level 2: Unit 12-05
English Level 2: Unit 12-06
English Level 2: Unit 12-07
English Level 2: Unit 12-08
English Level 2: Unit 12-09
English Level 2: Unit 12-10
English Level 2: Unit 13-01
English Level 2: Unit 13-02
English Level 2: Unit 13-03
English Level 2: Unit 13-04
English Level 2: Unit 13-05
English Level 2: Unit 13-06
English Level 2: Unit 13-07
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-01
English Level 2: Unit 14-02
English Level 2: Unit 14-03
English Level 2: Unit 14-04
English Level 2: Unit 14-05
English Level 2: Unit 14-06
English Level 2: Unit 14-07
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 14-10
English Level 2: Unit 15-01
English Level 2: Unit 15-02
English Level 2: Unit 15-03
English Level 2: Unit 15-04
English Level 2: Unit 15-05
English Level 2: Unit 15-06
English Level 2: Unit 15-07
English Level 2: Unit 15-08



English Level 2: Unit 15-09
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-03
English Level 2: Unit 16-04
English Level 2: Unit 16-05
English Level 2: Unit 16-06
English Level 2: Unit 16-07
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 16-10
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 17-04, 17-05, 17-06
English Level 2: Unit 17-07, 17-08
English Level 2: Unit 17-09, 17-10
English Level 2: Unit 18-01, 18-02, 18-03
English Level 2: Unit 18-04, 18-05, 18-06
English Level 2: Unit 18-07, 18-08, 18-09
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-03, 19-04, 19-05
English Level 2: Unit 19-06, 19-07, 19-08
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-01
English Level 3: Unit 01-02
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-05
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-08
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-03
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 02-06
English Level 3: Unit 03-01
English Level 3: Unit 03-02
English Level 3: Unit 03-03
English Level 3: Unit 03-04
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English Level 3: Unit 03-06
English Level 3: Unit 03-07
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English Level 3: Unit 04-01
English Level 3: Unit 04-02
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English Level 3: Unit 04-07
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English Level 3: Unit 05-01
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English Level 3: Unit 05-03
English Level 3: Unit 05-04
English Level 3: Unit 05-05
English Level 3: Unit 05-06
English Level 3: Unit 05-07
English Level 3: Unit 06-01
English Level 3: Unit 06-02



English Level 3: Unit 06-03
English Level 3: Unit 06-04
English Level 3: Unit 06-05
English Level 3: Unit 06-06
English Level 3: Unit 06-07
English Level 3: Unit 07-01
English Level 3: Unit 07-02
English Level 3: Unit 07-03
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English Level 3: Unit 07-06
English Level 3: Unit 07-07
English Level 3: Unit 07-08
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English Level 3: Unit 08-01
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English Level 3: Unit 10-05
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English Level 3: Unit 10-07
English Level 3: Unit 10-08
English Level 3: Unit 10-09
English Level 3: Unit 10-10
English Level 3: Unit 11-01
English Level 3: Unit 11-02
English Level 3: Unit 11-03
English Level 3: Unit 11-04
English Level 3: Unit 11-05
English Level 3: Unit 12-01
English Level 3: Unit 12-02
English Level 3: Unit 12-03
English Level 3: Unit 12-04
English Level 3: Unit 12-05
English Level 3: Unit 12-06
English Level 3: Unit 12-07
English Level 3: Unit 12-08
English Level 3: Unit 12-09
English Level 3: Unit 12-10

STUDENT EXPECTATION 12.5. (A) TX.128.26 (12.5.) - English as a Second Language, Speech: Persuading. The student expresses and responds appropriately to persuasive messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to recognize and develop skills for analyzing persuasive strategies such as propaganda devices and emotional appeals.

Grade 12

English Level 1: Unit 01-10
English Level 3: Unit 01-05



English Level 3: Unit 04-04

STUDENT EXPECTATION 12.5. (B) TX.128.26 (12.5.) - English as a Second Language, Speech: Persuading. The student expresses and responds appropriately to persuasive messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to respond appropriately to persuasive messages in situations such as accepting or rejecting peer pressure and making or responding to requests.

Grade 12

English Level 2: Unit 14-04

English Level 3: Unit 01-05

English Level 3: Unit 04-04

English Level 3: Unit 10-02

STUDENT EXPECTATION 12.5. (C) TX.128.26 (12.5.) - English as a Second Language, Speech: Persuading. The student expresses and responds appropriately to persuasive messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to research, write, rehearse, and present persuasive speeches.

Grade 12

English Level 3: Unit 01-04

English Level 3: Unit 01-05

English Level 3: Unit 04-04

STUDENT EXPECTATION 12.5. (D) TX.128.26 (12.5.) - English as a Second Language, Speech: Persuading. The student expresses and responds appropriately to persuasive messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to demonstrate persuasive skills in informal or formal argumentation, discussions, or debates. and

Grade 12

English Level 2: Unit 14-04

English Level 3: Unit 01-05

English Level 3: Unit 04-04

English Level 3: Unit 10-02

STUDENT EXPECTATION 12.5. (E) TX.128.26 (12.5.) - English as a Second Language, Speech: Persuading. The student expresses and responds appropriately to persuasive messages. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to develop and use critical listening skills to analyze, evaluate, and respond appropriately to class, public, or media presentations.

Grade 12

English Level 1: Unit 01-10

English Level 1: Unit 03-09

English Level 1: Unit 04-01

English Level 1: Unit 04-06

English Level 1: Unit 06-05

English Level 1: Unit 06-08

English Level 1: Unit 08-10

English Level 1: Unit 08-11

English Level 2: Unit 13-03

English Level 2: Unit 14-09

English Level 3: Unit 01-04

English Level 3: Unit 02-03

English Level 3: Unit 04-09

English Level 3: Unit 05-05

English Level 3: Unit 05-06

English Level 3: Unit 07-01

English Level 3: Unit 10-04

STUDENT EXPECTATION 12.6. (A) TX.128.26 (12.6.) - English as a Second Language, Speech: Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The following expectations apply to the second language learner at his/her level of proficiency in English.



The student is expected to use imagination to plan, organize, and tell stories.

Grade 12

English Level 1: Unit 01-07
English Level 1: Unit 02-01
English Level 1: Unit 02-07
English Level 1: Unit 02-08
English Level 1: Unit 02-10
English Level 1: Unit 04-02
English Level 1: Unit 04-04
English Level 1: Unit 04-05
English Level 1: Unit 04-06
English Level 1: Unit 05-06
English Level 1: Unit 05-10
English Level 1: Unit 06-02
English Level 1: Unit 06-05
English Level 1: Unit 06-08
English Level 1: Unit 07-11
English Level 2: Unit 09-04
English Level 2: Unit 09-06
English Level 2: Unit 09-10
English Level 2: Unit 10-01
English Level 2: Unit 10-02
English Level 2: Unit 10-04
English Level 2: Unit 10-06
English Level 2: Unit 10-07
English Level 2: Unit 10-10
English Level 2: Unit 11-01
English Level 2: Unit 11-02
English Level 2: Unit 12-03
English Level 2: Unit 12-06
English Level 2: Unit 13-02
English Level 2: Unit 13-05
English Level 2: Unit 13-08
English Level 2: Unit 13-09
English Level 2: Unit 13-10
English Level 2: Unit 14-04
English Level 2: Unit 14-08
English Level 2: Unit 14-09
English Level 2: Unit 15-02
English Level 2: Unit 15-10
English Level 2: Unit 16-01
English Level 2: Unit 16-02
English Level 2: Unit 16-05
English Level 2: Unit 16-08
English Level 2: Unit 16-09
English Level 2: Unit 17-01, 17-02, 17-03
English Level 2: Unit 18-10, 19-01, 19-02
English Level 2: Unit 19-09, 19-10
English Level 3: Unit 01-03
English Level 3: Unit 01-04
English Level 3: Unit 01-06
English Level 3: Unit 01-07
English Level 3: Unit 01-09
English Level 3: Unit 01-10
English Level 3: Unit 02-01
English Level 3: Unit 02-02
English Level 3: Unit 02-04
English Level 3: Unit 02-05
English Level 3: Unit 03-04
English Level 3: Unit 04-03
English Level 3: Unit 04-05
English Level 3: Unit 04-08
English Level 3: Unit 04-10
English Level 3: Unit 05-02
English Level 3: Unit 05-07



English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

STUDENT EXPECTATION 12.6. (B) TX.128.26 (12.6.) - English as a Second Language, Speech: Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate verbal and nonverbal skills to share stories.

Grade 12

English Level 1: Unit 01-07
 English Level 1: Unit 02-01
 English Level 1: Unit 02-07
 English Level 1: Unit 02-08
 English Level 1: Unit 02-10
 English Level 1: Unit 04-02
 English Level 1: Unit 04-04
 English Level 1: Unit 04-05
 English Level 1: Unit 04-06
 English Level 1: Unit 05-02
 English Level 1: Unit 05-06
 English Level 1: Unit 05-10
 English Level 1: Unit 06-02
 English Level 1: Unit 06-05
 English Level 1: Unit 07-11
 English Level 1: Unit 08-11
 English Level 2: Unit 09-04
 English Level 2: Unit 09-06
 English Level 2: Unit 09-10
 English Level 2: Unit 10-01
 English Level 2: Unit 10-02
 English Level 2: Unit 10-04
 English Level 2: Unit 10-06
 English Level 2: Unit 10-07
 English Level 2: Unit 10-10
 English Level 2: Unit 11-01
 English Level 2: Unit 11-02
 English Level 2: Unit 11-04
 English Level 2: Unit 12-03
 English Level 2: Unit 12-06
 English Level 2: Unit 13-02
 English Level 2: Unit 13-05
 English Level 2: Unit 13-06
 English Level 2: Unit 13-08
 English Level 2: Unit 13-09
 English Level 2: Unit 13-10
 English Level 2: Unit 14-04
 English Level 2: Unit 14-08
 English Level 2: Unit 14-09
 English Level 2: Unit 15-02
 English Level 2: Unit 15-03



English Level 2: Unit 15-10
 English Level 2: Unit 16-01
 English Level 2: Unit 16-02
 English Level 2: Unit 16-05
 English Level 2: Unit 16-08
 English Level 2: Unit 16-09
 English Level 2: Unit 17-01, 17-02, 17-03
 English Level 2: Unit 18-10, 19-01, 19-02
 English Level 2: Unit 19-09, 19-10
 English Level 3: Unit 01-03
 English Level 3: Unit 01-04
 English Level 3: Unit 01-06
 English Level 3: Unit 01-07
 English Level 3: Unit 01-09
 English Level 3: Unit 01-10
 English Level 3: Unit 02-01
 English Level 3: Unit 02-02
 English Level 3: Unit 02-04
 English Level 3: Unit 02-05
 English Level 3: Unit 03-04
 English Level 3: Unit 04-03
 English Level 3: Unit 04-05
 English Level 3: Unit 04-08
 English Level 3: Unit 04-10
 English Level 3: Unit 05-02
 English Level 3: Unit 05-07
 English Level 3: Unit 06-06
 English Level 3: Unit 06-07
 English Level 3: Unit 07-03
 English Level 3: Unit 07-04
 English Level 3: Unit 07-07
 English Level 3: Unit 07-10
 English Level 3: Unit 08-06
 English Level 3: Unit 09-03
 English Level 3: Unit 10-03
 English Level 3: Unit 10-04
 English Level 3: Unit 10-05
 English Level 3: Unit 10-09
 English Level 3: Unit 11-01
 English Level 3: Unit 11-02
 English Level 3: Unit 11-04
 English Level 3: Unit 11-05
 English Level 3: Unit 12-02

STUDENT EXPECTATION 12.6. (C) TX.128.26 (12.6.) - English as a Second Language, Speech: Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to select, analyze, adapt, interpret, and rehearse a variety of literary selections.

Grade 12

English Level 1: Unit 05-02
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STUDENT EXPECTATION 12.6. (D) TX.128.26 (12.6.) - English as a Second Language, Speech: Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use effective group decision-making skills in group performances.

Grade 12

English Level 1: Unit 01-05
 English Level 1: Unit 01-07
 English Level 1: Unit 03-03
 English Level 1: Unit 04-04
 English Level 1: Unit 04-07



English Level 1: Unit 04-09
 English Level 1: Unit 06-11
 English Level 1: Unit 07-04
 English Level 1: Unit 07-06
 English Level 1: Unit 07-10
 English Level 2: Unit 10-02
 English Level 2: Unit 10-03
 English Level 2: Unit 10-08
 English Level 2: Unit 14-04
 English Level 2: Unit 15-06
 English Level 3: Unit 01-09
 English Level 3: Unit 03-04
 English Level 3: Unit 03-08
 English Level 3: Unit 04-04

STUDENT EXPECTATION 12.6. (E) TX.128.26 (12.6.) - English as a Second Language, Speech: Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appropriate verbal and nonverbal skills in individual or group interpretations of literature. and

Grade 12

English Level 1: Unit 05-02
 English Level 1: Unit 05-10
 English Level 1: Unit 08-11
 English Level 2: Unit 10-07
 English Level 2: Unit 11-01
 English Level 2: Unit 11-04
 English Level 2: Unit 13-06
 English Level 2: Unit 15-03
 English Level 3: Unit 03-07
 English Level 3: Unit 04-05

STUDENT EXPECTATION 12.6. (F) TX.128.26 (12.6.) - English as a Second Language, Speech: Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The following expectations apply to the second language learner at his/her level of proficiency in English.

The student is expected to use appreciative and critical-listening skills to respond appropriately to class, public, or media performances.

Grade 12

English Level 1: Unit 01-10
 English Level 1: Unit 03-09
 English Level 1: Unit 04-01
 English Level 1: Unit 04-06
 English Level 1: Unit 06-05
 English Level 1: Unit 06-08
 English Level 1: Unit 08-10
 English Level 2: Unit 13-03
 English Level 2: Unit 14-09
 English Level 3: Unit 01-04
 English Level 3: Unit 02-03
 English Level 3: Unit 05-05
 English Level 3: Unit 05-06

