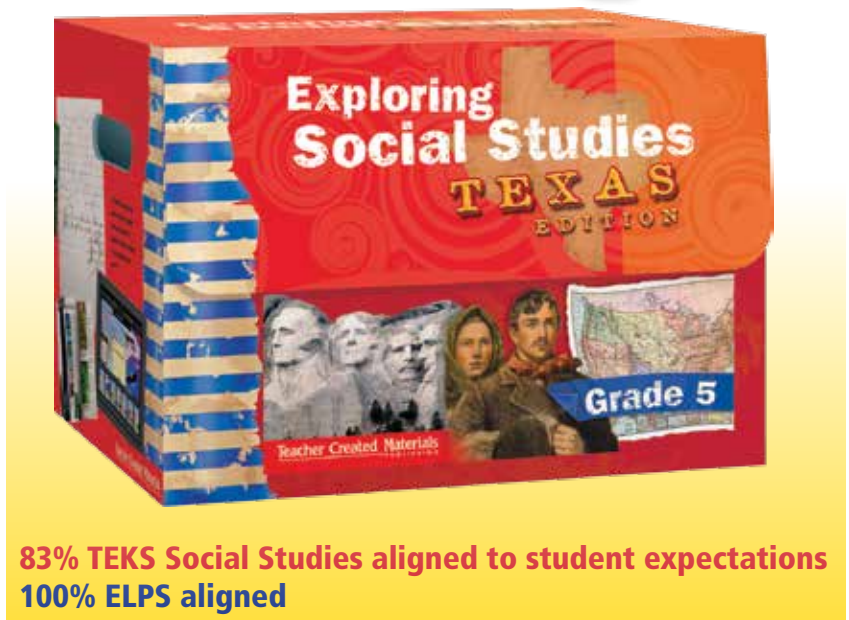


# Exploring Social Studies TEXAS EDITION Grade 5



## Correlation to the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS)

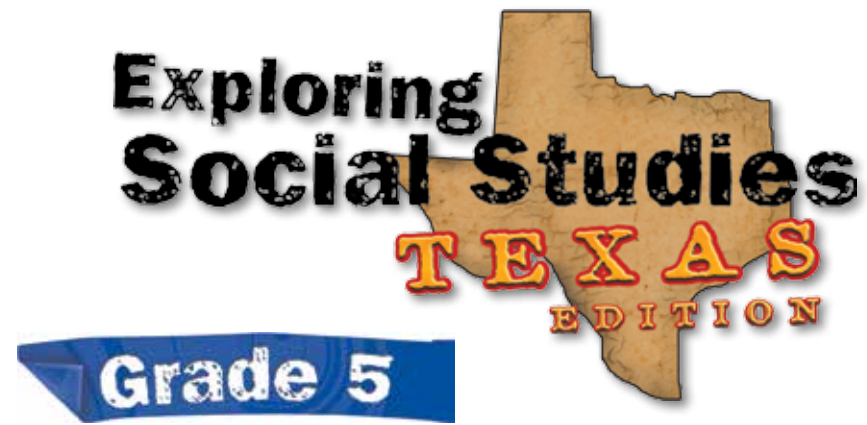


		Leveled Readers and Lesson Plans																								Reader's Theater		Primary Sources	Digital Resources				
<b>TEKS</b>	<b>5.1.A</b>	Primary Source Readers: Life in the Colonies	Primary Source Readers: The Declaration of Independence	Primary Source Readers: The American Revolution	Primary Source Readers: Early Congresses	Primary Source Readers: The Constitution and the Bill of Rights	Primary Source Readers: Causes of the Revolution	Primary Source Readers: Expanding the Nation	Primary Source Readers: Lewis & Clark	Primary Source Readers: The War of 1812	Primary Source Readers: James Madison	Primary Source Readers: Slavery in America	Primary Source Readers: American Indians in the 1800s	Primary Source Readers: Civil War Is Coming	Science Readers: George Washington Carver	Primary Source Readers: Industrial Revolution	Primary Source Readers: Immigration	Primary Source Readers: World War I	Primary Source Readers: Between the Wars	Primary Source Readers: World War II	Primary Source Readers: Martin Luther King Jr.	Primary Source Readers: Susan B. Anthony & Elizabeth Cady Stanton	Primary Source Readers: Barack Obama	Primary Source Readers: Hillary Rodham Clinton	TIME For Kids® Nonfiction Readers: 20th Century: Race to the Moon	TIME For Kids® Nonfiction Readers: The Cutting Edge: Breakthroughs in Technology	Culminating Activity	Work or Starve	Civil Rights: Freedom Riders	Primary Sources: Examining Geography	Hands-on History: Geography Activities	Leveled Texts: Early America (5 digital cards/lessons)	
	<b>5.1.B</b>	✓																										✓				✓	
	<b>5.2.A</b>			✓	✓	✓																											
	<b>5.2.B</b>			✓	✓																												
	<b>5.2.C</b>			✓	✓	✓																											



		Leveled Readers and Lesson Plans																				Reader's Theater		Primary Sources	Digital Resources								
		Primary Source Readers: Life in the Colonies	Primary Source Readers: The Declaration of Independence	Primary Source Readers: The American Revolution	Primary Source Readers: Early Congresses	Primary Source Readers: The Constitution and the Bill of Rights	Primary Source Readers: Causes of the Revolution	Primary Source Readers: Expanding the Nation	Primary Source Readers: Lewis & Clark	Primary Source Readers: The War of 1812	Primary Source Readers: James Madison	Primary Source Readers: Slavery in America	Primary Source Readers: American Indians in the 1800s	Primary Source Readers: Civil War Is Coming	Science Readers: George Washington Carver	Primary Source Readers: Industrial Revolution	Primary Source Readers: Immigration	Primary Source Readers: World War I	Primary Source Readers: Between the Wars	Primary Source Readers: World War II	Primary Source Readers: Martin Luther King Jr.	Primary Source Readers: Susan B. Anthony & Elizabeth Cady Stanton	Primary Source Readers: Barack Obama	Primary Source Readers: Hillary Rodham Clinton	TIME For Kids® Nonfiction Readers: 20th Century: Race to the Moon	TIME For Kids® Nonfiction Readers: The Cutting Edge: Breakthroughs in Technology	Culminating Activity	Work or Starve	Civil Rights: Freedom Riders	Primary Sources: Examining Geography	Hands-on History: Geography Activities	Leveled Texts: Early America (5 digital cards/lessons)	
<b>TEKS</b>	<b>5.3.A</b>	The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation.			✓	✓					✓																						✓
	<b>5.3.B</b>	The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.				✓				✓	✓																						
	<b>5.4.A</b>	The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to describe the causes and effects of the War of 1812.								✓	✓																						
	<b>5.4.B</b>	The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States.														✓																	
	<b>5.4.C</b>	The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to identify reasons people moved west.							✓	✓																							
	<b>5.4.D</b>	The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny.							✓	✓																							
	<b>5.4.E</b>	The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.										✓			✓																		
	<b>5.4.F</b>	The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to explain how industry and the mechanization of agriculture changed the American way of life.														✓																	
	<b>5.4.G</b>	The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.											✓				✓																
	<b>5.5.A</b>	The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions.																	✓	✓	✓	✓				✓							
<b>5.5.B</b>	The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election.																						✓	✓		✓							





		Leveled Readers and Lesson Plans																				Reader's Theater		Primary Sources	Digital Resources										
		Primary Source Readers: Life in the Colonies	Primary Source Readers: The Declaration of Independence	Primary Source Readers: The American Revolution	Primary Source Readers: Early Congresses	Primary Source Readers: The Constitution and the Bill of Rights	Primary Source Readers: Causes of the Revolution	Primary Source Readers: Expanding the Nation	Primary Source Readers: Lewis & Clark	Primary Source Readers: The War of 1812	Primary Source Readers: James Madison	Primary Source Readers: Slavery in America	Primary Source Readers: American Indians in the 1800s	Primary Source Readers: Civil War Is Coming	Science Readers: George Washington Carver	Primary Source Readers: Industrial Revolution	Primary Source Readers: Immigration	Primary Source Readers: World War I	Primary Source Readers: Between the Wars	Primary Source Readers: World War II	Primary Source Readers: Martin Luther King Jr.	Primary Source Readers: Susan B. Anthony & Elizabeth Cady Stanton	Primary Source Readers: Barack Obama	Primary Source Readers: Hillary Rodham Clinton	TIME For Kids® Nonfiction Readers: 20th Century: Race to the Moon	TIME For Kids® Nonfiction Readers: The Cutting Edge: Breakthroughs in Technology	Culminating Activity	Work or Starve	Civil Rights: Freedom Riders	Primary Sources: Examining Geography	Hands-on History: Geography Activities	Leveled Texts: Early America (5 digital cards/lessons)			
TEKS	5.9.A	The student understands how people adapt to and modify their environment. The student is expected to describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs.																																✓	
	5.9.B	The student understands how people adapt to and modify their environment. The student is expected to analyze the positive and negative consequences of human modification of the environment in the United States, past and present.																																✓	
	5.10.A	The student understands the basic economic patterns of early societies in the United States. The student is expected to explain the economic patterns of early European colonists.	✓																										✓					✓	
	5.10.B	The student understands the basic economic patterns of early societies in the United States. The student is expected to identify major industries of colonial America.	✓																															✓	
	5.11.A	The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to describe the development of the free enterprise system in colonial America and the United States.																																	
	5.11.B	The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to describe how the free enterprise system works in the United States.																																	
	5.11.C	The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to give examples of the benefits of the free enterprise system in the United States.																																	
	5.12.A	The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to explain how supply and demand affects consumers in the United States.																																	
	5.12.B	The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.															✓																		
	5.13.A	The student understands patterns of work and economic activities in the United States. The student is expected to compare how people in different parts of the United States earn a living, past and present.															✓																	✓	✓
	5.13.B	The student understands patterns of work and economic activities in the United States. The student is expected to identify and explain how geographic factors have influenced the location of economic activities in the United States.																														✓		✓	✓
5.13.C	The student understands patterns of work and economic activities in the United States. The student is expected to analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.							✓											✓																



		Leveled Readers and Lesson Plans																						Reader's Theater		Primary Sources	Digital Resources									
		Primary Source Readers: Life in the Colonies	Primary Source Readers: The Declaration of Independence	Primary Source Readers: The American Revolution	Primary Source Readers: Early Congresses	Primary Source Readers: The Constitution and the Bill of Rights	Primary Source Readers: Causes of the Revolution	Primary Source Readers: Expanding the Nation	Primary Source Readers: Lewis & Clark	Primary Source Readers: The War of 1812	Primary Source Readers: James Madison	Primary Source Readers: Slavery in America	Primary Source Readers: American Indians in the 1800s	Primary Source Readers: Civil War Is Coming	Science Readers: George Washington Carver	Primary Source Readers: Industrial Revolution	Primary Source Readers: Immigration	Primary Source Readers: World War I	Primary Source Readers: Between the Wars	Primary Source Readers: World War II	Primary Source Readers: Martin Luther King Jr.	Primary Source Readers: Susan B. Anthony & Elizabeth Cady Stanton	Primary Source Readers: Barack Obama	Primary Source Readers: Hillary Rodham Clinton	TIME For Kids® Nonfiction Readers: 20th Century: Race to the Moon	TIME For Kids® Nonfiction Readers: The Cutting Edge: Breakthroughs in Technology	Culminating Activity	Work or Starve	Civil Rights: Freedom Riders	Primary Sources: Examining Geography	Hands-on History: Geography Activities	Leveled Texts: Early America (5 digital cards/lessons)				
<b>TEKS</b>	<b>5.13.D</b>	The student understands patterns of work and economic activities in the United States. The student is expected to describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.														✓			✓																	
	<b>5.13.E</b>	The student understands patterns of work and economic activities in the United States. The student is expected to explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.						✓							✓											✓										
	<b>5.14.A</b>	The student understands the organization of governments in colonial America. The student is expected to identify and compare the systems of government of early European colonists, including representative government and monarchy.	✓			✓																											✓	✓		
	<b>5.14.B</b>	The student understands the organization of governments in colonial America. The student is expected to identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.	✓			✓																												✓		
	<b>5.15.A</b>	The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to identify the key elements and the purposes and explain the importance of the Declaration of Independence.		✓		✓																													✓	
	<b>5.15.B</b>	The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to explain the purposes of the U.S. Constitution as identified in the Preamble.																																	✓	
	<b>5.15.C</b>	The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to explain the reasons for the creation of the Bill of Rights and its importance.																																	✓	
	<b>5.16.A</b>	The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to identify and explain the basic functions of the three branches of government.				✓	✓																												✓	
	<b>5.16.B</b>	The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.				✓	✓																													
	<b>5.16.C</b>	The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to distinguish between national and state governments and compare their responsibilities in the U.S. federal system.																																		
<b>5.17.A</b>	The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant																																			

# Exploring Social Studies

## TEXAS EDITION

### Grade 5

TEKS	Description	Leveled Readers and Lesson Plans																						Reader's Theater		Primary Sources	Digital Resources												
		Primary Source Readers: Life in the Colonies	Primary Source Readers: The Declaration of Independence	Primary Source Readers: The American Revolution	Primary Source Readers: Early Congresses	Primary Source Readers: The Constitution and the Bill of Rights	Primary Source Readers: Causes of the Revolution	Primary Source Readers: Expanding the Nation	Primary Source Readers: Lewis & Clark	Primary Source Readers: The War of 1812	Primary Source Readers: James Madison	Primary Source Readers: Slavery in America	Primary Source Readers: American Indians in the 1800s	Primary Source Readers: Civil War Is Coming	Science Readers: George Washington Carver	Primary Source Readers: Industrial Revolution	Primary Source Readers: Immigration	Primary Source Readers: World War I	Primary Source Readers: Between the Wars	Primary Source Readers: World War II	Primary Source Readers: Martin Luther King Jr.	Primary Source Readers: Susan B. Anthony & Elizabeth Cady Stanton	Primary Source Readers: Barack Obama	Primary Source Readers: Hillary Rodham Clinton	TIME For Kids® Nonfiction Readers: 20th Century: Race to the Moon	TIME For Kids® Nonfiction Readers: The Cutting Edge: Breakthroughs in Technology	Culminating Activity	Work or Starve	Civil Rights: Freedom Riders	Primary Sources: Examining Geography	Hands-on History: Geography Activities	Leveled Texts: Early America (5 digital cards/lessons)							
5.17.B	The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to sing or recite "The Star-Spangled Banner" and explain its history.							✓																															
5.17.C	The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to recite and explain the meaning of the Pledge of Allegiance to the United States Flag.																																						
5.17.D	The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day.																																						
5.17.E	The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.																																						
5.18.A	The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to explain the duty individuals have to participate in civic affairs at the local, state, and national levels.																																						
5.18.B	The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to explain how to contact elected and appointed leaders in local, state, and national governments.																																						
5.19.A	The student understands the importance of effective leadership in a constitutional republic. The student is expected to explain the contributions of the Founding Fathers to the development of the national government.											✓																											
5.19.B	The student understands the importance of effective leadership in a constitutional republic. The student is expected to identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.											✓							✓																				
5.19.C	The student understands the importance of effective leadership in a constitutional republic. The student is expected to identify and compare leadership qualities of national leaders, past and present.																																						
5.20.A	The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.																																						✓
5.20.B	The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.											✓																											





		Leveled Readers and Lesson Plans																				Reader's Theater		Primary Sources	Digital Resources								
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<b>TEKS</b>	<b>5.24.B</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>5.24.C</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>5.24.D</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	<b>5.24.E</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	<b>5.25.A</b>	✓	✓					✓	✓	✓	✓	✓			✓				✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	<b>5.25.B</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>5.25.C</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>5.25.D</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>5.25.E</b>																																
	<b>5.26.A</b>	✓		✓											✓												✓	✓	✓	✓	✓	✓	✓
<b>5.26.B</b>										✓																✓	✓	✓	✓	✓	✓	✓	





		Leveled Readers and Lesson Plans																								Reader's Theater		Primary Sources	Digital Resources					
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<b>ELPS</b>	Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓