



(4) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.

(5) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the English Language Proficiency Standards (ELPS) and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the ELPS and proficiency-level descriptors adopted in Chapter 74, Subchapter A, of this title (relating to Required Curriculum).

(6) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Kinsella, 2010). In order for student4o104( (7)3.1(-1.2(21(ur)-6..2( t)-1.nand s)-8-6.3( under)2.3(S)2.4( and pr)-6.3(of)-13.1(i)3.1(c)-8.5(us)-8der)2peaand s undere in scivdersc.3( s)-8(3.1(c)-1(c

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</li> <li>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</li> <li>(iii) spelling words using sound-spelling patterns; and</li> <li>(iv) spelling high-frequency words from a research-based list</li> </ul>	<p>(i) demonstrate spelling knowledge by spelling words with closed syllables</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</li> <li>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</li> <li>(iii) spelling words using sound-spelling patterns; and</li> <li>(iv) spelling high-frequency words from a research-based list</li> </ul>	<p>(ii) demonstrate spelling knowledge by spelling words with open syllables</p>



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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</li> <li>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</li> <li>(iii) spelling words using sound-spelling patterns; and</li> <li>(iv) spelling high-frequency words from a research-based list</li> </ul>	<p>(vii) apply spelling knowledge by spelling words with open syllables</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</li> <li>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</li> <li>(iii) spelling words using sound-spelling patterns; and</li> <li>(iv) spelling high-frequency words from a research-based list</li> </ul>	<p>(viii) apply spelling knowledge by spelling words with VCe syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</li> <li>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</li> <li>(iii) spelling words using sound-spelling patterns; and</li> <li>(iv) spelling high-frequency words from a research-based list</li> </ul>	<p>(ix) apply spelling knowledge by spelling words with vowel teams</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</li> <li>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</li> <li>(iii) spelling words using sound-spelling patterns; and</li> <li>(iv) spelling high-frequency words from a research-based list</li> </ul>	<p>(x) apply spelling knowledge by spelling words with r-controlled syllables</p>

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</li> <li>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</li> <li>(iii) spelling words using sound-spelling patterns; and</li> <li>(iv) spelling high-frequency words from a research-based list</li> </ul>	<p>(xv) demonstrate spelling knowledge by spelling words with final consonant digraphs</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure</p>		

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(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (C) demonstrate and apply spelling knowledge by:
- (i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;
  - (ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</li> <li>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</li> <li>(iii) spelling words using sound-spelling patterns; and</li> <li>(iv) spelling high-frequency words from a research-based list</li> </ul>	<p>(xxi) apply spelling knowledge by spelling words with final consonant digraphs</p>
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> <li>(i) spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;</li> <li>(ii) spelling words with initial and final consonant blends, digraphs, and trigraphs;</li> <li>(iii) spelling words using sound-spelling patterns; and</li> <li>(iv) spelling high-frequency words from a research-based list</li> </ul>	<p>(xxii) apply spelling knowledge by spelling words with final consonant trigraphs</p>

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(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

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<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>(E) alphabetize a series of words to the first or second letter and use a dictionary to find words</p>	<p>(ii) use a dictionary to find words</p>