READING PLUS and the Texas English Language Proficiency Standards (ELPS)

Chapter 74. Curriculum Requirements Subchapter A. Required Curriculum §74.4. English Language Proficiency Standards. (c) Cross-curricular second language acquisition essential knowledge and skills.

(1) Cross-curricular second language acquisition/learning strategies.

The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION

(A) use prior knowledge and experiences to understand meanings in English	As students engage with their selections in the Reading component they are presented with rich photographic images and introductory text designed to activate background knowledge and prime them for the selections they are about to read; comprehension tasks support understanding words in context.
	
	As students learn new academic words in the Vocabulary component, they are presented with rich photographic images to represent concrete vocabulary words. In addition, they can listen to a target word pronounced in Spanish so that they can connect a new word in English with a known Spanish word.
	
	Videos utilized throughout the Skills Coach Tutorial series help students connect new information about comprehension skills and strategies with information they already know. The videos use imagery in conjunction with comprehensible on-screen language and narration to promote understanding.
	
	Teachers are provided with lesson plans and practice activities that utilize graphic organizers and other visual supports to help students draw on their own knowledge, organize their thoughts, and support comprehension skills.
		READING
		• Number of comprehension tasks related to 1(A)
		  • ES: 1,146
		  • MS: 640
		  • HS: 598
		  • Hi Levels: 697
		• 2,600+ title images
		• 8,660+ segment break images
		• 1,455 image-related tasks
		
		VOCABULARY
		• 200 Academic Vocabulary words per grade level/2,400 in total related to 1(A)
			GRAPHIC ORGANIZERS
			• 21 Basic
			• 21 Intermediate
			
			OFFLINE SKILL-BASED ACTIVITIES
			• 45 Beginner sheets (new for Fall '21)
			• 58 Basic sheets
			• 46 Intermediate sheets
			
			SKILLS COACH
			• 25 Basic videos
			• 25 Intermediate videos

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION

(B) monitor oral and written language production and employ self-corrective techniques or other resources	*Reading Plus is an instructional and supplemental program serving all tiers of students. The program focuses on silent reading proficiency, and it includes reading, writing, and vocabulary components.*
	
	Students engage in the Writing component to deepen comprehension of the texts they read in the Reading component. Students craft written responses to prompts directly within the program. Students have the opportunity to edit their responses against a clear rubric, using the built-in editing tools. In addition, a built-in messaging feature promotes back-and-forth communication between the student and teacher, aiding the editing process as a draft is brought to completion.
		WRITING
		• Evidence-based writing prompts related to 1(B)
		  • ES: 830
		  • MS: 507
		  • HS: 398
		  • Hi Levels: 800	

(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	As students work in Reading Plus, they acquire academic vocabulary in both the Vocabulary and Reading components. Students receive explicit instruction in key academic vocabulary words in the Vocabulary component and subsequently encounter the target words in various grammatical forms while reading connected text in the Reading component.
	
	The program supports students' acquisition of academic language by presenting comprehension tasks that require them to reflect on the meaning of words in the context of the text, by prompting students to learn the grammatically correct forms of target words in dedicated "word in use" activities, and by providing multiple review opportunities of target academic vocabulary words through repeated exposure to key words in the Reading component.
	
	Reading Plus facilitates teacher-directed instruction that draws on additional strategic learning techniques to support students in acquiring academic language. Clear lesson plans and accompanying resources allow students to engage in learning activities such as concept mapping, compare and contrast activities, and more. These activities are available at Beginner, Basic, and Intermediate levels to support learners at a variety of English language proficiency levels.
		READING
		• Comprehension tasks related to 1(C)
		  • ES: 2,272
		  • MS: 1,061
		  • HS: 901
		  • Hi Levels: 2,370
		
		VOCABULARY
		• 200 Academic Vocabulary words per grade level/2,400 in total related to 1(C)
			GRAPHIC ORGANIZERS
			• 21 Basic
			• 21 Intermediate
			
			OFFLINE SKILL-BASED ACTIVITIES
			• 45 Beginner sheets (new for Fall '21)
			• 58 Basic sheets
			• 46 Intermediate sheets
			
			SKILLS COACH
			• 25 Basic videos
			• 25 Intermediate videos

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION
(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	***Reading Plus is an instructional and supplemental program serving all tiers of students. The program focuses on silent reading proficiency, and it includes reading, writing, and vocabulary components.*** The Vocabulary component is a research-based list of grade-appropriate, powerful vocabulary. The list includes words in written English that appear most frequently in content-area and literary texts. Most of these words are members of rich morphological families, so learning this vocabulary means a student will know approximately 10,000 highly frequent, academic words. These words also are ones that are sufficiently complex, and that students require scaffolding to learn and master. These words are typically not in the speaking vocabularies of students. Further, these words often take on different meanings across content areas. (e.g., function, standard). Experience with the Reading Plus vocabulary words ensures that students in grade three and higher become familiar with a group of complex words that frequently serve as the obstacle for students in reading complex text.	**VOCABULARY** • 200 Academic Vocabulary words per grade level/2,400 in total related to 1(D)	**OFFLINE SKILL-BASED ACTIVITIES** • 45 Beginner sheets (new for Fall '21) • 58 Basic sheets • 46 Intermediate sheets

(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	Students engage in the Writing component in order to deepen comprehension of the texts they read in the Reading component. Students craft written responses to prompts directly within the program. Students have the opportunity to edit their responses against a clear rubric using the built-in editing tools. In addition, a messaging feature promotes back-and-forth communication between the student and teacher, aiding the editing process as a draft is brought to completion.
	
	As students work in the Writing component, they will be prompted to write pieces in which they reflect on their selected texts, craft evidence-based arguments, summarize and respond to key points from a text, compose informative or explanatory essays, and craft narratives.
	
	The Vocabulary component is a research-based list of grade-appropriate, powerful vocabulary. The list includes words in written English that appear most frequently in content-area and literary texts. Most of these words are members of rich morphological families, so learning this vocabulary means a student will know approximately 10,000 highly frequent, academic words. These words also are ones that are sufficiently complex, and that students require scaffolding to learn and master. These words are typically not in the speaking vocabularies of students. Further, these words often take on different meanings across content areas. (e.g., function, standard). Experience with the Reading Plus vocabulary words ensures that students in grade three and higher become familiar with a group of complex words that frequently serve as the obstacle for students in reading complex text.
		READING
		• Evidence-based writing prompts related to 1(E)
		  • ES: 830
		  • MS: 507
		  • HS: 398
		  • Hi Levels: 800
		
		WRITING
		• Number of comprehension tasks related to 1(E)
		  • ES: 1,146
		  • MS: 640
		  • HS: 598
		  • Hi Levels: 697
		
		VOCABULARY
		• 200 Academic Vocabulary words per grade level/2,400 in total related to 1(E)
			OFFLINE SKILL-BASED ACTIVITIES
			• 45 Beginner sheets (new for Fall '21)
			• 58 Basic sheets
			• 46 Intermediate sheets

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION
(F) use accessible language and learn new and essential language in the process	As students engage in the Writing component, they independently generate written language in response to standards-aligned prompts. Students have the opportunity to edit their responses against a clear rubric using the built-in editing tools. In addition, a messaging feature promotes back-and-forth communication between the student and teacher, aiding the editing and learning process as a draft is brought to completion. The Vocabulary component is a research-based list of grade-appropriate, powerful vocabulary. The list includes words in written English that appear most frequently in content-area and literary texts. Most of these words are members of rich morphological families, so learning this vocabulary means a student will know approximately 10,000 highly frequent, academic words. These words also are ones that are sufficiently complex, and that students require scaffolding to learn and master. These words are typically not in the speaking vocabularies of students. Further, these words often take on different meanings across content areas. (e.g., function, standard). Experience with the Reading Plus vocabulary words ensures that students in grade three and higher become familiar with a group of complex words that frequently serve as the obstacle for students in reading complex text.	**WRITING** • Evidence-based writing prompts related to 1(F) • ES: 830 • MS: 507 • HS: 398 • Hi Levels: 800 **VOCABULARY** • 200 Academic Vocabulary words per grade level/2,400 in total related to 1(F)	
(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	Students learn and build academic vocabulary as they engage in the Reading and Vocabulary components of Reading Plus. Through regular, sustained interaction with materials imbued with academic language, students learn the language of academia that is associated with every grade level. Students work with increasingly complex content as they demonstrate mastery of academic language in the context of both Reading and Vocabulary lessons and move up through the grade levels in Reading Plus.	**WRITING** • Evidence-based writing prompts related to 1(G) • ES: 830 • MS: 507 • HS: 398 • Hi Levels: 800 **VOCABULARY** • 200 Academic Vocabulary words per grade level/2,400 in total related to 1(G)	

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION

(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	As students work in the Reading component, they are prompted to engage in comprehension tasks at every grade level that require them to utilize and build multiple learning strategies related to use of language (e.g., Interpreting Word Meaning: Figurative Language and Interpreting Analogies), text structure (e.g., Examining Text Structure and Examining Sequence of Ideas and Events), and reasoning.
	
	The Teacher-Directed Instruction component of Reading Plus allows teachers to further reinforce these essential learning strategies through the use of video-based skill tutorials, skills practice activities, and other materials.
		READING
		• Number of of comprehension tasks related to 1(H)
		    • ES: 1,695
		    • MS:1,176
		    • HS: 979
		    • Hi Levels:1,443
		
		VOCABULARY
		• 200 Academic Vocabulary words per grade level/ 2,400 in total related to 1(H)
			GRAPHIC ORGANIZERS
			• 21 Basic
			• 21 Intermediate
			
			OFFLINE SKILL-BASED ACTIVITIES
			• 45 Beginner sheets (new for Fall '21)
			• 58 Basic sheets
			• 46 Intermediate sheets
			
			SKILLS COACH
			• 25 Basic videos
			• 25 Intermediate videos

(2) Cross-curricular second language acquisition/listening.

The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION
(A) distinguish sounds and intonation patterns of English with increasing ease	*Reading Plus is an instructional and supplemental program serving all tiers of students. The program focuses on silent reading proficiency, and it includes reading, writing, and vocabulary components.* *Reading Plus facilitates teacher-directed instruction that draws on additional strategic learning techniques to support students in acquiring academic language. Clear lesson plans and accompanying resources allow students to listen, discuss and reflect on the English language. The Teacher-Directed Instruction component of Reading Plus allows teachers to further reinforce these essential learning strategies through the use of video-based skill tutorials, skills practice activities, and other materials.* *These activities are available at Beginner, Basic, and Intermediate levels to support learners at a variety of English language proficiency levels.*		**GRAPHIC ORGANIZERS** • 21 Basic • 21 Intermediate **OFFLINE SKILL-BASED ACTIVITIES** • 45 Beginner sheets (new for Fall '21) • 58 Basic sheets • 46 Intermediate sheets **SKILLS COACH** • 25 Basic videos • 25 Intermediate videos
(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	*Reading Plus does not provide phonics instruction.* *Reading Plus is an instructional and supplemental program serving all tiers of students. The program focuses on silent reading proficiency, and it includes reading, writing, and vocabulary components. It is appropriate for students who have learned how to read and are ready to read for independent learning in English.*		**GRAPHIC ORGANIZERS** • 21 Basic • 21 Intermediate **OFFLINE SKILL-BASED ACTIVITIES** • 45 Beginner sheets (new for Fall '21) • 58 Basic sheets • 46 Intermediate sheets **SKILLS COACH** • 25 Basic videos • 25 Intermediate videos

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION
(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	The Vocabulary and Reading components of Reading Plus can serve to reinforce language structures, expressions, and basic and academic vocabulary expressed during classroom instruction and interactions. Teacher-led instruction based on students' performance data in Reading Plus can serve to further reinforce the language learning.	**VOCABULARY** • 200 Academic Vocabulary words per grade level/2,400 in total related to 2(C)	**GRAPHIC ORGANIZERS** • 21 Basic • 21 Intermediate **OFFLINE SKILL-BASED ACTIVITIES** • 45 Beginner sheets (new for Fall '21) • 58 Basic sheets • 46 Intermediate sheets **SKILLS COACH** • 25 Basic videos • 25 Intermediate videos
(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	*Reading Plus facilitates teacher-directed instruction that draws on additional strategic learning techniques to support students in acquiring academic language. Clear lesson plans and accompanying resources allow students to listen, discuss and reflect on the English language. The Teacher-Directed Instruction component of Reading Plus allows teachers to further reinforce these essential learning strategies through the use of video-based skill tutorials, skills practice activities, and other materials.* *These activities are available at Beginner, Basic, and Intermediate levels to support learners at a variety of English language proficiency levels.*		**GRAPHIC ORGANIZERS** • 21 Basic • 21 Intermediate **OFFLINE SKILL-BASED ACTIVITIES** • 45 Beginner sheets (new for Fall '21) • 58 Basic sheets • 46 Intermediate sheets **SKILLS COACH** • 25 Basic videos • 25 Intermediate videos

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION
(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	Every selection in the Reading component is paired with rich photographic images, along with targeted sentences that serve as comprehension supports for students' self-selected texts. These scaffolds persist as students read increasingly challenging content through the grade levels of the Reading component. In addition, students must answer ten comprehension questions for every text selection in order to confirm understanding. Once students demonstrate comprehension mastery of content at a specific grade level, they "level up" to more challenging content. The Vocabulary component includes audio support for English learners. Students can hear target vocabulary words pronounced in both English and Spanish so that they can connect a new word in English with a word that they may already know in Spanish.	**READING/ VISUAL SUPPORTS RELATED TO 2(E)** • 2,600+ title images • 8,660+ segment break images • 970+ comprehension tasks **PROGRAM AUDIO SUPPORTS** • More than one dozen student orientation videos • Spanish translation for 2,400 vocabulary words	**GRAPHIC ORGANIZERS** • 21 Basic • 21 Intermediate **OFFLINE SKILL-BASED ACTIVITIES** • 45 Beginner sheets (new for Fall '21) • 58 Basic sheets • 46 Intermediate sheets **SKILLS COACH** • 25 Basic videos • 25 Intermediate videos
(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	Reading Plus includes various forms of media to support student learning. For example, as students are learning about each of the instructional components in Reading Plus, they view orientation videos that describe each instructional component and clarify expectations in clear, comprehensible language. As students receive explicit instruction in specific comprehension skills and strategies, they can view Skills Coach video tutorials that provide explicit, video-based instruction and guided practice that utilizes recorded narration coupled with visual on-screen prompts.	**PROGRAM AUDIO SUPPORTS** • More than one dozen student orientation videos • Spanish translation for 2,400 vocabulary words	**GRAPHIC ORGANIZERS** • 21 Basic • 21 Intermediate **OFFLINE SKILL-BASED ACTIVITIES** • 45 Beginner sheets (new for Fall '21) • 58 Basic sheets • 46 Intermediate sheets **SKILLS COACH** • 25 Basic videos • 25 Intermediate videos

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION
(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	*Reading Plus is an instructional and supplemental program serving all tiers of students. The program focuses on silent reading proficiency, and it includes reading, writing, and vocabulary components.* *Reading Plus facilitates teacher-directed instruction that draws on additional strategic learning techniques to support students in acquiring academic language. Clear lesson plans and accompanying resources allow students to listen, discuss and reflect on the English language. The Teacher-Directed Instruction component of Reading Plus allows teachers to further reinforce these essential learning strategies through the use of video-based skill tutorials, skills practice activities, and other materials.* *These activities are available at Beginner, Basic, and Intermediate levels to support learners at a variety of English language proficiency levels.*		**GRAPHIC ORGANIZERS** • 21 Basic • 21 Intermediate **OFFLINE SKILL-BASED ACTIVITIES** • 45 Beginner sheets (new for Fall '21) • 58 Basic sheets • 46 Intermediate sheets **SKILLS COACH** • 25 Basic videos • 25 Intermediate videos
(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	*Reading Plus is an instructional and supplemental program serving all tiers of students. The program focuses on silent reading proficiency, and it includes reading, writing, and vocabulary components.* *Reading Plus facilitates teacher-directed instruction that draws on additional strategic learning techniques to support students in acquiring academic language. Clear lesson plans and accompanying resources allow students to listen, discuss and reflect on the English language. The Teacher-Directed Instruction component of Reading Plus allows teachers to further reinforce these essential learning strategies through the use of video-based skill tutorials, skills practice activities, and other materials.* *These activities are available at Beginner, Basic, and Intermediate levels to support learners at a variety of English language proficiency levels.*		**GRAPHIC ORGANIZERS** • 21 Basic • 21 Intermediate **OFFLINE SKILL-BASED ACTIVITIES** • 45 Beginner sheets (new for Fall '21) • 58 Basic sheets • 46 Intermediate sheets **SKILLS COACH** • 25 Basic videos • 25 Intermediate videos

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION
(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	*Reading Plus is an instructional and supplemental program serving all tiers of students. The program focuses on silent reading proficiency, and it includes reading, writing, and vocabulary components.* *Reading Plus facilitates teacher-directed instruction that draws on additional strategic learning techniques to support students in acquiring academic language. Clear lesson plans and accompanying resources allow students to listen, discuss and reflect on the English language. The Teacher-Directed Instruction component of Reading Plus allows teachers to further reinforce these essential learning strategies through the use of video-based skill tutorials, skills practice activities, and other materials.* *These activities are available at Beginner, Basic, and Intermediate levels to support learners at a variety of English language proficiency levels.*		**GRAPHIC ORGANIZERS** • 21 Basic • 21 Intermediate **OFFLINE SKILL-BASED ACTIVITIES** • 45 Beginner sheets (new for Fall '21) • 58 Basic sheets • 46 Intermediate sheets **SKILLS COACH** • 25 Basic videos • 25 Intermediate videos

(3) 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.

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION
A to J	*Reading Plus is an instructional and supplemental program serving all tiers of students. The program focuses on silent reading proficiency, and it includes reading, writing, and vocabulary components.*		

(4) Cross-curricular second language acquisition/reading.

The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION
(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	Reading Plus does not provide students with phonics instruction. However, students are supported in learning and to develop automaticity with key academic vocabulary words at the first-grade level and higher. In addition, the Vocabulary component includes explicit instruction and practice with word families so that students learn how affixes interact with base words to create various members of a "word family."	**VOCABULARY** 200 Academic Vocabulary words per grade level/2,400 in total related to 4(A)	
(B) recognize directionality of English reading such as left to right and top to bottom	The Reading component and the Visual Skills component of Reading Plus both include a Guided Window scaffold that serves to reinforce the right-to-left/top-to-bottom directionality of English reading while students read connected text at their just-right level or while they engage in non-linguistic tasks that promote the left-to-right/ top-to-bottom oculomotor routines associated with English reading, respectively. In addition, a working memory activity in the Visual Skills component further reinforces the left-to-right sequencing of letters within words. The Visual Skills activities within Reading Plus are appropriate for students who are not yet at the stage of decoding written text.	**READING** • More than 2,500 texts on 19 reading levels are viewable using the patented Guided Window to support 4(B) • 10 Levels of Scan corresponding to different reading rates	
(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	Students work in the Vocabulary component to acquire and develop automaticity with academic vocabulary at their just-right level. Lowest-level students begin with first-grade-level vocabulary words and will progress through the levels as they demonstrate mastery.	**VOCABULARY** • 200 Academic Vocabulary words per grade level/2,400 in total related to 4(C)	

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION
(D) use pre-reading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text	Once students have demonstrated the ability to engage with connected text written at the first-grade level, they will begin working in the Reading component of Reading Plus. In order to enhance comprehension, pre-reading supports such as rich photographic images and short "priming" sentences are presented before students begin reading a text. In addition, students learn key academic vocabulary words in the Vocabulary component before encountering those same words in their Reading selections.	**READING RELATED TO 4(D)** • More than 2,500 "Hover Text" descriptions to help students make informed decision about text choices • More than 2,500 "pre-reading" screens that prepare students for engagement with the text that follows • More than 2,500 title images • 8,660+ segment break images **VOCABULARY** • 200 Academic Vocabulary words per grade level/2,400 in total related to 4(D)	**GRAPHIC ORGANIZERS** • 21 Basic • 21 Intermediate **OFFLINE SKILL-BASED ACTIVITIES** • 45 Beginner sheets (new for Fall '21) • 58 Basic sheets • 46 Intermediate sheets **SKILLS COACH** • 25 Basic videos • 25 Intermediate videos
(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	Reading Plus is a personalized, adaptive intervention that presents every student with content at his or her just-right level. Students are placed in the instructional components (Reading, Vocabulary, Visual Skills, and Writing) based on their readiness. Scaffolds and supports are automatically provided and removed based on student need.	**READING** • More than 2,500 texts on 19 reading levels to support 4(E) **WRITING** • More than 2,500 writing prompts on 19 reading levels to support 4(E) **VOCABULARY** • 200 Academic Vocabulary words per grade level/2,400 in total related to 4(E)	**GRAPHIC ORGANIZERS** • 21 Basic • 21 Intermediate **OFFLINE SKILL-BASED ACTIVITIES** • 45 Beginner sheets (new for Fall '21) • 58 Basic sheets • 46 Intermediate sheets **SKILLS COACH** • 25 Basic videos • 25 Intermediate videos

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION
(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	The Teacher-Directed Instruction component of Reading Plus empowers teachers to provide students with explicit instruction in specific comprehension skills and strategies, based on their performance in the online Reading Plus instruction. In addition, teachers can track student progress in the Vocabulary component so that they can provide supplemental support with the academic vocabulary words students are working to master.	**VOCABULARY** • 200 Academic Vocabulary words per grade level/2,400 in total related to 4(F)	**GRAPHIC ORGANIZERS** • 21 Basic • 21 Intermediate **OFFLINE SKILL-BASED ACTIVITIES** • 45 Beginner sheets (new for Fall '21) • 58 Basic sheets • 46 Intermediate sheets **SKILLS COACH** • 25 Basic videos • 25 Intermediate videos

(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade-level needs	As students work in the Reading component, they engage in a wide variety of standards-aligned comprehension tasks that relate directly to their self-selected informational and literary texts. Students engage in comprehension tasks that develop 20 essential comprehension subskills, including Summarizing. The adaptive nature of Reading Plus empowers students to begin working on their just-right levels, based on their current abilities, and to engage meaningfully with increasingly challenging content as they demonstrate mastery over time.	**READING**
		• Number of comprehension tasks related to 4(G)
		  • ES: 403
		  • MS: 263
		  • HS: 164
		  • Hi Levels: 386
		
		WRITING
		• Evidence-based writing prompts related to 4(G)
		  • ES: 830
		  • MS: 507
		  • HS: 398
		  • Hi Levels: 800
			GRAPHIC ORGANIZERS
			• 21 Basic
			• 21 Intermediate
			
			OFFLINE SKILL-BASED ACTIVITIES
			• 45 Beginner sheets (new for Fall '21)
			• 58 Basic sheets
			• 46 Intermediate sheets
			
			SKILLS COACH
			• 25 Basic videos
			• 25 Intermediate videos

(H) read silently with increasing ease and comprehension for longer periods	Reading Plus helps students develop silent reading fluency, a skill that is essential for ease and enjoyment of reading, comprehension, and stamina. Students read within a Guided Window that models and develops fluent silent reading. The Guided Window moves incrementally faster, bit by bit, as students consistently demonstrate strong comprehension of the texts they read. Through the use of Reading Plus, students develop the ability to read silently with comprehension at a grade-appropriate reading rate. This gives them greater ease and stamina with silent reading and promotes increased comprehension of text.	**READING** • More than 2,500 texts on 19 reading levels are viewable using the patented Guided Window to support 4(H)	

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION

(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	Students must demonstrate comprehension of every text they read in the Reading component by answering ten questions for every self-selected text. The questions are used to both assess and develop 20 essential comprehension subskills, including Identifying Explicit Details, Drawing Conclusions, Making Inferences, Determining Main Idea and Themes, Summarizing, Predicting Outcomes, Analyzing Cause and Effect, Recognizing Author's Purpose, Recognizing Persuasive Devices, Interpreting Images and Maps, Judging Validity, Reasoning, and more.
	
	The Teacher-Directed Instruction component of Reading Plus is directly connected to student performance in the Reading component. If students are struggling with specific comprehension subskills, teachers are provided with actionable reports and teaching tools they can use for targeted remediation and learning acceleration. This instruction can be delivered via whole-class, small-group, and/or 1:1 instruction.
		READING
		• Number of comprehension tasks related to 4(I)
		  • ES: 403
		  • MS: 263
		  • HS: 164
		  • Hi Levels: 386
			GRAPHIC ORGANIZERS
			• 21 Basic
			• 21 Intermediate
			
			OFFLINE SKILL-BASED ACTIVITIES
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			• 25 Basic videos
			• 25 Intermediate videos

(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	Students must demonstrate comprehension of every text they read in the Reading component by answering ten questions for every self-selected text. The questions are used to both assess and develop 21 essential comprehension subskills, including Identifying Explicit Details, Drawing Conclusions, Making Inferences, Determining Main Idea and Themes, Summarizing, Predicting Outcomes, Analyzing Cause and Effect, Recognizing Author's Purpose, Recognizing Persuasive Devices, Interpreting Images and Maps, Judging Validity, Reasoning, and more.
	
	The Teacher-Directed Instruction component of Reading Plus is directly connected to student performance in the Reading component. If students are struggling with specific comprehension subskills, teachers are provided with actionable reports and teaching tools they can use for targeted remediation and learning acceleration. This instruction can be delivered via whole-class, small-group, and/or 1:1 instruction.
		READING
		• Number of comprehension tasks related to 4(J)
		  • ES: 10,091
		  • MS: 6,591
		  • HS: 4,702
		  • Hi Levels: 9,932
		
		WRITING
		• Evidence-based writing prompts related to 4(J)
		  • ES: 830
		  • MS: 507
		  • HS: 398
		  • Hi Levels: 800
			GRAPHIC ORGANIZERS
			• 21 Basic
			• 21 Intermediate
			
			OFFLINE SKILL-BASED ACTIVITIES
			• 45 Beginner sheets (new for Fall '21)
			• 58 Basic sheets
			• 46 Intermediate sheets
			
			SKILLS COACH
			• 25 Basic videos
			• 25 Intermediate videos

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION

(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	Students must demonstrate comprehension of every text they read in the Reading component by answering ten questions for every self-selected text. The questions are used to both assess and develop 21 essential comprehension subskills, including Identifying Explicit Details, Drawing Conclusions, Making Inferences, Determining Main Idea and Themes, Summarizing, Predicting Outcomes, Analyzing Cause and Effect, Recognizing Author's Purpose, Recognizing Persuasive Devices, Interpreting Images and Maps, Judging Validity, Reasoning, and more.
	
	The Teacher-Directed Instruction component of Reading Plus is directly connected to student performance in the Reading component. If students are struggling with specific comprehension subskills, teachers are provided with actionable reports and teaching tools they can use for teacher-directed instruction they can use for targeted remediation and learning acceleration. This instruction can be delivered via whole-class, small-group, and/or 1:1 instruction.
		READING
		• Number of comprehension tasks related to 4(K)
		    • ES: 10,091
		    • MS: 6,591
		    • HS: 4,702
		    • Hi Levels: 9,932
			GRAPHIC ORGANIZERS
			• 21 Basic
			• 21 Intermediate
			
			OFFLINE SKILL-BASED ACTIVITIES
			• 45 Beginner sheets (new for Fall '21)
			• 58 Basic sheets
			• 46 Intermediate sheets
			
			SKILLS COACH
			• 25 Basic videos
			• 25 Intermediate videos

(5) Cross-curricular second language acquisition/writing.

The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION

learn relationships between sounds and letters of the English language to represent sounds when writing in English	Once students are able to craft written responses to texts written at the first-grade level, they can engage in Reading Plus writing tasks. Students complete their writing assignments directly within the Reading Plus program and can submit their work to teachers electronically for review and feedback. This provides teachers with an opportunity to evaluate students' spelling skills and ensure that they are properly representing English sounds/words in written form.	**WRITING**
		• Evidence-based writing prompts related to 5(A)
		  • ES: 830
		  • MS: 507
		  • HS: 398
		  • Hi Levels: 800	

write using newly acquired basic vocabulary and content-based grade-level vocabulary	After students read and demonstrate good comprehension of a selected text in the Reading component, a Writing prompt directly connected to the text is generated automatically. This enables students to write in response to the text, drawing on language from the text to cite evidence and/or consider the content more deeply.	**WRITING**
		• Evidence-based writing prompts related to 5(B)
		  • ES: 830
		  • MS: 507
		  • HS: 398
		  • Hi Levels: 800	

(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	Once students are able to craft written responses to texts written at the first-grade level, they can engage in Reading Plus writing tasks. Students complete their writing assignments directly within the Reading Plus program and can submit their work to teachers electronically for review and feedback. All writing submissions are saved within the program, along with the dates of submission. This provides teachers with an electronically stored running record of writing skill development over time.	**WRITING**
		• Evidence-based writing prompts related to 5(C)
		  • ES: 830
		  • MS: 507
		  • HS: 398
		  • Hi Levels: 800	

STUDENT EXPECTATION	PEDAGOGICAL DESIGN	PROGRAM REFERENCES	TEACHER-LED INSTRUCTION

(D) edit writing for standard grammar and usage, including subject verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	Both students and teachers are able to edit students' writing submissions within the program, using the available editing tools and commenting feature. Based on teacher communication of clear expectations regarding grade-appropriate grammar and usage, students can self-edit their work and teachers can review to ensure that grammar development is progressing as appropriate through the grade levels.	**WRITING**
		• Evidence-based writing prompts related to 5(D)
		  • ES: 830
		  • MS: 507
		  • HS: 398
		  • Hi Levels: 800	

(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations such as (i) using correct verbs, tenses, and pronouns/ antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	Both students and teachers are able to edit students' writing submissions within the program, using the available editing tools and commenting feature. Based on teacher communication of clear expectations regarding grade-appropriate grammar and usage, students can self-edit their work and teachers can review to ensure that grammar development is progressing as appropriate through the grade levels.	**WRITING**
		• Evidence-based writing prompts related to 5(E)
		  • ES: 830
		  • MS: 507
		  • HS: 398
		  • Hi Levels: 800	

(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	Both students and teachers are able to edit students' writing submissions within the program, using the available editing tools and commenting feature. Based on teacher communication of clear expectations regarding grade-appropriate conventions connected to written English, students can self-edit their work and teachers can review to ensure that grammar development is progressing as appropriate through the grade levels.	**WRITING**
		• Evidence-based writing prompts related to 5(F)
		  • ES: 830
		  • MS: 507
		  • HS: 398
		  • Hi Levels: 800	

(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	Both students and teachers are able to edit students' writing submissions within the program, using the available editing tools and commenting feature. Based on teacher communication of clear expectations regarding grade-appropriate conventions connected to written English, students can self-edit their work and teachers can review to ensure that grammar development is progressing as appropriate through the grade levels.	**WRITING**
		• Evidence-based writing prompts related to 5(G)
		  • ES: 830
		  • MS: 507
		  • HS: 398
		  • Hi Levels: 800	