

Proclamation 2019 Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter	Subchapter B. Middle School
Course	110.22. English Language Arts and Reading, Grade 6
Publisher	Perfection Learning Corporation
Program Title	Connections, Grade 6
Program ISBN	9781531125806
TEKS %	100.00

(a) Introduction.

(1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. The strands focus on academic oracy (proficiency in oral expression and comprehension), authentic reading, and reflective writing to ensure a literate Texas. The strands are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.

(2) The seven strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Strands include the four domains of language (listening, speaking, reading, writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. Although some strands may require more instructional time, each strand is of equal value, may be presented in any order, and should be integrated throughout the year. Additionally, students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.

(3) Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, STAAR Performance Level Descriptors, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

(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 students to become thinkers and proficient speakers in science, social studies, mathematics, fine arts, language arts and reading, and career and technical education, they must have multiple opportunities to practice and apply the academic language of each discipline (Fisher, Frey, & Rothenberg, 2008).

(7) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	(i) listen actively to interpret a message	Student/Teacher	Narrative	9781531127121	50	ConnSB: Second Read: Identifying Claims
			Student/Teacher	Activity	9781531127121	75	ConnSB: Making Connections
			Student/Teacher	Narrative	9781531127121	260	ConnSB: Listening Column in Expectations chart
			Student/Teacher	Activity	9781531127121	260-261	ConnSB: Roundtable Discussion
			Student/Teacher	Narrative	9781531126025	474	EG: Listening Actively
			Teacher Only	Narrative			
			Teacher Only	Activity			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	(ii) ask clarifying questions	Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	(ii) ask clarifying questions	Student/Teacher	Narrative	9781531126025	463	EG: Ask clarifying questions. (Blue runin Head)
			Student/Teacher	Activity	9781531127121	260	ConnSB: Roundtable Discussion
			Student/Teacher	Narrative	9781531127121	272	ConnSB: All steps and instruction related to having the discussion.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531127121	272	ConnSB: Speak and Listen
			Student/Teacher	Activity	9781531126025	464	EG: Try It Out-Fishbowl Activity
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately	(ii) respond appropriately	Student/Teacher	Narrative	9781531127121	300	ConnSB: Steps for Peer Review table, step 8.
			Student/Teacher	Activity	9781531127121	300	ConnSB: First Peer Review
			Student/Teacher	Narrative	9781531127121	380	ConnSB: "Expectations" table, "Speaking" column; also "Instructions" section, step 4.
			Student/Teacher	Activity	9781531127121	380	ConnSB: Roundtable Discussion
			Student/Teacher	Narrative	9781531126025	462	EG: Respond Appropriately head
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow and give oral instructions that include multiple action steps	(i) follow oral instructions that include multiple action steps	Student/Teacher	Narrative	9781531126025	461	EG: Last bullet re: Works Cited list
			Student/Teacher	Activity	9781531126025	461	EG: Try It Out Activity
			Student/Teacher	Narrative	9781531127121	407	ConnSB: Last paragraph in "Taking Notes"
			Student/Teacher	Activity	9781531127121	407	ConnSB: Taking Notes
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(B) follow and give oral instructions that include multiple action steps	(ii) give oral instructions that include multiple action steps	Student/Teacher	Narrative	9781531126025	460	EG: Give Clear Directions (Black B_head)
			Student/Teacher	Activity	9781531126025	461	EG: Try It Out: Giving Directions
			Student/Teacher	Narrative	9781531126025	460	EG: Speak Clearly (Black B_head)
			Student/Teacher	Activity	9781531126025	477	EG: Try It Out: Collaborating with a Group
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(i) give an organized presentation with a specific stance, employing eye contact to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	465	EG: Writing and Giving an Effective Speech (Blue A_Head)
			Student/Teacher	Activity	9781531126025	471	EG: Try It Out: Give a Formal Speech
			Student/Teacher	Activity	9781531127121	167	ConnSB: p167, table re speech guidelines, last bullet
			Student/Teacher	Activity	9781531127121	165	ConnSB: Rubric bullet points
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(ii) give an organized presentation with a specific position, employing eye contact to communicate ideas effectively	Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(ii) give an organized presentation with a specific position, employing eye contact to communicate ideas effectively	Student/Teacher	Narrative	9781531127121	167	ConnSB: p167, table re speech guidelines, last bullet.
			Student/Teacher	Activity	9781531127121	165	ConnSB: Speedy Speeches Directions
			Student/Teacher	Narrative	9781531126025	461	EG: Guidelines for Directions (checklist head)
			Student/Teacher	Activity	9781531126025	461	EG: Try It Out: Giving Directions
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(ii) give an organized presentation with a specific position, employing eye contact to communicate ideas effectively	Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(iii) give an organized presentation with a specific stance, employing speaking rate to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	460	EG: Guidelines for Speaking Clearly (checklist head)
			Student/Teacher	Activity	9781531126025	461	EG: Try It Out: Giving Directions
			Student/Teacher	Narrative	9781531126025	471	EG: Verbal Qualities (checklist head)
			Student/Teacher	Activity	9781531126025	471	EG: Try It Out: Give a Formal Speech
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(iv) give an organized presentation with a specific position, employing speaking rate to communicate ideas effectively	Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(iv) give an organized presentation with a specific position, employing speaking rate to communicate ideas effectively	Student/Teacher	Narrative	9781531127121	167	ConnSB: Directions for speech
			Student/Teacher	Activity	9781531127121	167	ConnSB: Bullet point in rubric.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9781531126025	460	EG: Guidelines for Speaking Clearly (checklist head)
			Student/Teacher	Activity	9781531126025	461	EG: Try It Out: Giving Directions
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(v) give an organized presentation with a specific stance, employing volume to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	460	EG: Guidelines for Speaking Clearly (checklist head)
			Student/Teacher	Activity	9781531126025	461	EG: Try It Out: Giving Directions
			Student/Teacher	Narrative	9781531126025	470	EG: Delivering Your Speech (Black B. head)
			Student/Teacher	Activity	9781531126025	471	EG: Try It Out: Give a Formal Speech
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(vi) give an organized presentation with a specific position, employing volume to communicate ideas effectively	Student/Teacher	Narrative	9781531127121	167	ConnSB: Directions for speech
			Student/Teacher	Activity	9781531127121	165	ConnSB: p167, table re speech guidelines, last bullet.
			Student/Teacher	Narrative	9781531126025	470	EG: Delivering Your Speech (Black B. head)
			Student/Teacher	Activity	9781531126025	471	EG: Try It Out: Give a Formal Speech
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(vii) give an organized presentation with a specific stance, employing enunciation to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	460	EG: Guidelines for Speaking Clearly (checklist head)
			Student/Teacher	Activity	9781531126025	461	EG: Try It Out: Giving Directions
			Student/Teacher	Narrative	9781531126025	470	EG: Delivering Your Speech (Black B. head)
			Student/Teacher	Activity	9781531126025	471	EG: Try It Out: Give a Formal Speech
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(viii) give an organized presentation with a specific position, employing enunciation to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	471	EG: Checklist
			Student/Teacher	Activity	9781531127121	165-167	ConnSB: p167, table re speech guidelines, last bullet.
			Student/Teacher	Narrative	9781531126025	471	EG: Verbal Qualities (checklist head)
			Student/Teacher	Activity	9781531126025	471	EG: Try It Out: Give a Formal Speech
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(ix) give an organized presentation with a specific stance, employing natural gestures to communicate ideas effectively	Teacher Only	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(ix) give an organized presentation with a specific stance, employing natural gestures to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	460-461	EG: Give Clear Directions (Black B_head)
			Student/Teacher	Activity	9781531126025	461	EG: Try It Out: Giving Directions
			Student/Teacher	Narrative	9781531126025	470-471	EG: Delivering Your Speech (Black B_head)
			Student/Teacher	Activity	9781531126025	471	EG: Try It Out: Give a Formal Speech
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(x) give an organized presentation with a specific position, employing natural gestures to communicate ideas effectively	Teacher Only	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(x) give an organized presentation with a specific position, employing natural gestures to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	468	EG: Organizing Information head
			Student/Teacher	Activity	9781531127121	165	ConnSB: Sixth bullet point in rubric
			Student/Teacher	Narrative	9781531126025	470-471	EG: Delivering Your Speech (Black B_head)
			Student/Teacher	Activity	9781531126025	471	EG: Try It Out: Give a Formal Speech
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(xi) give an organized presentation with a specific stance, employing conventions of language to communicate ideas effectively	Teacher Only	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(xi) give an organized presentation with a specific stance, employing conventions of language to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	471	EG: Verbal Qualities (checklist head last bullet item)
			Student/Teacher	Activity	9781531127121	165	ConnSB: Seventh bullet point in rubric
			Student/Teacher	Activity	9781531126025	471	EG: Try It Out: Give a Formal Speech

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531127121	165	ConnSB: sixth bullet point
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	(xii) give an organized presentation with a specific position, employing conventions of language to communicate ideas effectively	Student/Teacher	Narrative	9781531126025	470	EG: fifth check under Guidelines
			Student/Teacher	Activity	9781531127121	165	ConnSB: Sixth bullet point in rubric
			Student/Teacher	Narrative	9781531126025	468	EG: Organizing Information head
			Student/Teacher	Activity	9781531126025	471	EG: Try It Out: Give a Formal Speech
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement	(i) participate in student-led discussions by eliciting suggestions from other group members	Student/Teacher	Narrative	9781531127121	99	ConnSB: Section "Steps for Peer Review," Steps 4 & 7.
			Student/Teacher	Activity	9781531127121	99	ConnSB: First Peer Review
			Student/Teacher	Narrative	9781531127121	194	ConnSB: Section "Steps for Peer Review," Steps 4 & 7.
			Student/Teacher	Activity	9781531127121	194	ConnSB: First Peer Review
			Student/Teacher	Narrative	9781531126025	473	EG: Give and Receive Constructive Feedback head
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement	(ii) participate in student-led discussions by considering suggestions from other group members	Student/Teacher	Narrative	9781531127121	99	ConnSB: Section "Steps for Peer Review," Steps 4 & 7.
			Student/Teacher	Activity	9781531127121	99	ConnSB: First Peer Review
			Student/Teacher	Narrative	9781531127121	194	ConnSB: Section "Steps for Peer Review," Steps 4 & 7.
			Student/Teacher	Activity	9781531127121	194	ConnSB: First Peer Review
			Student/Teacher	Narrative	9781531126025	472	EG: Facilitator row in chart
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement	(iii) participate in student-led discussions by taking notes	Student/Teacher	Narrative	9781531127121	260	ConnSB: Table "Expectations for Discussion," Listening Column
			Student/Teacher	Activity	9781531127121	260	ConnSB: "Instructions," Step 3.
			Student/Teacher	Narrative	9781531126025	472	EG: table: Recorder row
			Student/Teacher	Activity	9781531126025	477	EG: Try It Out: Collaborating with a Group
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement	(iv) participate in student-led discussions by identifying points of agreement	Student/Teacher	Narrative	9781531126025	476	EG: Step 2
			Student/Teacher	Activity	9781531127121	345	ConnSB: Speak and Listen
			Student/Teacher	Narrative	9781531127121	379	ConnSB: "Instructions," Step 4, "I agree/disagree with . . ."
			Student/Teacher	Activity	9781531127121	379	ConnSB: "Instructions," Step 4, "I agree/disagree with . . ."
			Student/Teacher	Activity	9781531126025	477	EG: Try It Out: Collaborating with a Group
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement	(v) participate in student-led discussions by identifying points of disagreement	Student/Teacher	Narrative	9781531126025	476	EG: Strategies for Reaching Consensus: Step 2
			Student/Teacher	Activity	9781531127121	50	ConnSB: Speak and Listen
			Student/Teacher	Narrative	9781531127121	260	ConnSB: "Instructions," Step 3.
			Student/Teacher	Activity	9781531127121	260	ConnSB: Roundtable Discussion
			Student/Teacher	Activity	9781531126025	477	EG: Try It Out: Collaborating with a Group
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech	(i) use print or digital resources to determine meaning	Student/Teacher	Narrative	9781531127121	284	ConnSB: Paragraphs 1 & 2
			Student/Teacher	Activity	9781531127121	284-285	ConnSB: Table, right column

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9781531127121	337-338	ConnSB: Paragraphs before table
			Student/Teacher	Activity	9781531129064	384	Skbk: 384. Determining Meaning and Part of Speech
			Student/Teacher	Activity	9781531127121	451	ConnSB: First paragraph
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech	(ii) use print or digital resources to determine syllabication	Student/Teacher	Narrative	9781531126025	453	EG: Accent Marks (Blue runin Head)
			Student/Teacher	Activity	9781531126025	455	EG: Try It Out: Using a Dictionary, find the syllables (bullet)
			Student/Teacher	Narrative	9781531126025	452	EG: Pronunciation (Blue runin Head)
			Student/Teacher	Activity	9781531129064	385	Skbk: 385. Syllabification and Pronunciation Skills
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech	(iii) use print or digital resources to determine pronunciation	Student/Teacher	Narrative	9781531126025	452	EG: Pronunciation (Blue runin Head)
			Student/Teacher	Activity	9781531126025	455	EG: Try It Out: Using a Dictionary
			Student/Teacher	Narrative	9781531126025	452-453	EG: Partial Pronunciation Key (table)
			Student/Teacher	Activity	9781531129064	385	Skbk: 385. Syllabification and Pronunciation Skills
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech	(iv) use print or digital resources to determine word origin	Student/Teacher	Narrative	9781531126025	454	EG: Word Origins (Blue runin Head)
			Student/Teacher	Activity	9781531126025	455	EG: Try It Out: Using a Dictionary
			Student/Teacher	Narrative	9781531126025	455	EG: Try It Out: Using a Dictionary
			Student/Teacher	Activity	9781531126025	454	EG: Origin and Etymology of THEATER
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech	(v) use print or digital resources to determine part of speech	Student/Teacher	Narrative	9781531126025	452	EG: Part of Speech (Blue runin Head)
			Student/Teacher	Activity	9781531126025	455	EG: Try It Out: Using a Dictionary
			Student/Teacher	Narrative	9781531127121	49	ConnSB: first paragraph under head Focus and Understanding Word Meanings
			Student/Teacher	Activity	9781531129064	384	Skbk: 384_Determining Meaning and Part of Speech
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(B) use context such as definition, analogy, and examples to clarify the meaning of words	(i) use context to clarify the meaning of words	Student/Teacher	Narrative	9781531127121	284	ConnSB: Paragraphs 1 & 2
			Student/Teacher	Activity	9781531127121	284-285	ConnSB: Table, middle column
			Student/Teacher	Narrative	9781531126025	445-447	EG: Context Clues (Black B head)
			Student/Teacher	Activity	9781531127121	338-339	ConnSB: Table
			Teacher Only	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus	(i) determine the meaning of grade-level academic English words derived from Greek roots	Student/Teacher	Narrative	9781531127121	340	ConnSB: p. 340, first two paragraphs & middle section of table.
			Student/Teacher	Activity	9781531127121	340	ConnSB: "Write" activity based on text & table on p. 340
			Student/Teacher	Narrative	9781531126025	448	EG: Greek Root (See first column of the second table)
			Student/Teacher	Activity	9781531126025	450	EG: Try It Out: Using Greek and Latin Word Parts
			Student/Teacher	Narrative	9781531126025	447	EG: Root words
			Teacher Only	Narrative			
			Teacher Only	Activity			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus	(ii) determine the meaning of grade-level academic English words derived from Latin roots	Student/Teacher	Narrative	9781531127121	340	ConnSB: p. 340, first two paragraphs & middle section of table.
			Student/Teacher	Activity	9781531127121	340	ConnSB: "Write" activity based on text & table on p. 340
			Student/Teacher	Narrative	9781531126025	448	EG: Greek Root (See first column of the second table)
			Student/Teacher	Activity	9781531126025	450	EG: Try It Out: Using Greek and Latin Word Parts
			Student/Teacher	Narrative	9781531126025	447	EG: Root words
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9781531126025	448	EG: Latin Root (See first column of the first table)
			Student/Teacher	Activity	9781531126025	450	EG: Try It Out: Using Greek and Latin Word Parts
			Student/Teacher	Narrative	9781531126025	447	EG: Root words
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus	(iii) determine the usage of grade-level academic English words derived from Greek roots	Student/Teacher	Narrative	9781531126025	447-450	EG: Root Words, Prefixes, and Suffixes (Black B_head)
			Student/Teacher	Activity	9781531126025	450	EG: Try It Out: Using Greek and Latin Word Parts
			Student/Teacher	Narrative	9781531126025	450	EG: Try It Out: Using Greek and Latin Word Parts
			Student/Teacher	Activity	9781531126025	447-450	EG: Root Words, Prefixes, and Suffixes (Black B_head)
			Student/Teacher	Activity	9781531127121	340	ConnSB: "Write" activity based on text & table on p. 340
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:	(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus	(iv) determine the usage of grade-level academic English words derived from Latin roots	Student/Teacher	Narrative	9781531126025	447-450	EG: Root Words, Prefixes, and Suffixes (Black B_head)
			Student/Teacher	Activity	9781531126025	450	EG: Try It Out: Using Greek and Latin Word Parts
			Student/Teacher	Narrative	9781531127121	340	ConnSB: p. 340, first two paragraphs & middle section of table
			Student/Teacher	Activity	9781531127121	340	ConnSB: "Write" activity based on text & table on p. 340
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.	[A] adjust fluency when reading grade-level text based on the reading purpose	(i) adjust fluency when reading grade-level text based on the reading purpose	Student/Teacher	Narrative	9781531127121	6	ConnSB: Read Reread Read Again
			Student/Teacher	Activity	9781531126025	421	EG: Try It Out: Set a Purpose for Reading
			Student/Teacher	Narrative	9781531126025	420	EG: Set a Purpose for Reading
			Student/Teacher	Activity	9781531126025	426	EG: Try It Out: Previewing a Text
			Student/Teacher	Narrative	9781531126025	438	EG: Checklist

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	[A] self-select text and read independently for a sustained period of time	(i) self-select text	Student/Teacher	Narrative	9781531126025	420	EG: First paragraph
			Student/Teacher	Activity	9781531127121	88	ConnSB: p 88 items 1 & 2
			Student/Teacher	Narrative	9781531127121	405	ConnSB: Students are instructed to do research (i.e., self-select texts for a goal) on a topic of their choosing.
			Student/Teacher	Activity	9781531126025	421	EG: Try It Out: Set a Purpose for Reading
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	[A] self-select text and read independently for a sustained period of time	(ii) read independently for a sustained period of time	Student/Teacher	Narrative	9781531127121	171-177	ConnSB: Focus on Understanding Plot and Characters in Drama
			Student/Teacher	Activity	9781531127121	171-177	ConnSB: Focus on Understanding Plot and Characters in Drama
			Student/Teacher	Narrative	9781531127121	332-337	ConnSB: First Read: Determining Word Meanings
			Student/Teacher	Activity	9781531127121	332-337	ConnSB: First Read: Determining Word Meanings
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected text	(i) establish purpose for reading assigned text	Student/Teacher	Narrative	9781531127121	6	ConnSB: Read Reread Read Again
			Student/Teacher	Activity	9781531126025	421	EG: Try It Out: Setting a Purpose for Reading
			Student/Teacher	Narrative	9781531126025	420	EG: Second paragraph
			Student/Teacher	Activity	9781531127121	15	ConnSB: Second Read: Analyzing Characters
			Student/Teacher	Activity	9781531127121	16	ConnSB: Third Read: Analyzing Dialogue
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(A) establish purpose for reading assigned and self-selected text	(ii) establish purpose for self-selected text	Student/Teacher	Narrative	9781531127121	6	ConnSB: Read Reread Read Again
			Student/Teacher	Activity	9781531127121	88	ConnSB: p 88 Items 1 & 2
			Student/Teacher	Narrative	9781531127121	405	ConnSB: Students are instructed to do research (i.e., self-select texts for a goal) on a topic of their choosing. Purpose for reading self-selected text is established.
			Student/Teacher	Activity	9781531126025	421	EG: Try It Out: Setting a Purpose for Reading
			Student/Teacher	Narrative	9781531126025	420	EG: Second paragraph
			Teacher Only	Narrative			
			Teacher Only	Activity			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(i) generate questions about text before reading to deepen understanding	Student/Teacher	Narrative	9781531127121	6	ConnSB: Read Reread Read Again
			Student/Teacher	Activity	9781531126025	426-427	EG: Try It Out: Previewing a Text
			Student/Teacher	Narrative	9781531126025	425	EG: Questions to engage prior knowledge include ... (Black D Head)
			Student/Teacher	Activity	9781531126025	426-427	EG: Try It Out: Previewing and Reading a Text
			Student/Teacher	Activity	9781531127121	112	ConnSB: Objective: Write Questions
			Teacher Only	Narrative			
			Teacher Only	Activity			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(ii) generate questions about text during reading to deepen understanding	Student/Teacher	Narrative	9781531127121	6	ConnSB: Read Reread Read Again
			Student/Teacher	Activity	9781531127121	405	ConnSB: Students write the questions raised by the research.
			Student/Teacher	Narrative	9781531126025	428-429	EG: Tables that cover argumentative writing, narrative texts, and poetry
			Student/Teacher	Activity	9781531127121	112	ConnSB: Objective: Write Questions
			Student/Teacher	Activity	9781531127121	226	ConnSB: Objective: Write Questions
			Teacher Only	Narrative			
			Teacher Only	Activity			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(iii) generate questions about text after reading to deepen understanding	Student/Teacher	Narrative	9781531127121	6	ConnSB: Read Reread Read Again
			Student/Teacher	Activity	9781531127121	179	ConnSB: Students produce the Level Two questions.
			Student/Teacher	Narrative	9781531126025	431	EG: Focused Rereading charts on pages 431 and following
			Student/Teacher	Activity	9781531127121	179	ConnSB: Students generate the Level Two questions.
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(iv) generate questions about text before reading to gain information	Student/Teacher	Narrative	9781531126025	425	EG: Questions to engage prior knowledge include . . . (Black D Head)
			Student/Teacher	Activity	9781531126025	426-427	EG: Try It Out: Previewing and Reading a Text
			Student/Teacher	Narrative	9781531127121	404	ConnSB: Last sentence
			Student/Teacher	Activity	9781531127121	404	ConnSB: Students generate questions in chart.
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(v) generate questions about text during reading to gain information	Student/Teacher	Narrative	9781531127121	62	ConnSB: Objective: Write Questions
			Student/Teacher	Activity	9781531127121	62-64	ConnSB: Objective: Write Questions
			Student/Teacher	Narrative	9781531126025	428-429	EG: Tables that cover argumentative writing, narrative texts, and poetry
			Student/Teacher	Activity	9781531127121	112	ConnSB: Objective: Write Questions
			Student/Teacher	Activity	9781531127121	112-114	ConnSB: Objective: Write Questions
			Teacher Only	Narrative			
			Teacher Only	Activity			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(B) generate questions about text before, during, and after reading to deepen understanding and gain information	(vi) generate questions about text after reading to gain information	Student/Teacher	Narrative	9781531126025	431	EG: Focused Rereading charts on pages 431 and following
			Student/Teacher	Activity			
			Student/Teacher	Narrative			
			Student/Teacher	Activity			
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531127121	179	ConnSB: Students produce the Level One questions.
			Student/Teacher	Narrative	9781531126025	439	EG: Ask these questions checklist
			Student/Teacher	Activity	9781531126025	440	EG: Try It Out: Asking Questions After Reading
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(i) make predictions using text features	Student/Teacher	Narrative	9781531126025	421	EG: Preview Text Features, Structure, and Genre (Black B_head)
			Student/Teacher	Activity	9781531127121	210	ConnSB: First Read: Determining Theme: Objective
			Student/Teacher	Narrative	9781531126025	426	EG: Preview Text Features, Structure, and Genre (Black B_head)
			Student/Teacher	Activity	9781531127121	268-267	ConnSB: Focus on Identifying the Main Idea (black head) and following activity
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(ii) make predictions using characteristics of genre	Student/Teacher	Narrative	9781531127121	266	ConnSB: Paragraph 1
			Student/Teacher	Activity	9781531126025	426	EG: Try It Out: Previewing and Reading a Text
			Student/Teacher	Narrative	9781531126025	424	EG: Blue head Genre
			Student/Teacher	Activity	9781531127121	266	ConnSB: Writing activities
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(iii) make predictions using structures	Student/Teacher	Narrative	9781531126025	422	EG: Text Structure (Blue runin Head)
			Student/Teacher	Activity	9781531126025	426	EG: Try It Out: Previewing and Reading a Text
			Student/Teacher	Narrative	9781531127169	61	ELL Resource: Text Structures handout: Problem and solution
			Student/Teacher	Narrative	9781531127169	62	ELL Resource: Text Structures handout: Description/List
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only Teacher Only Teacher Only	(Drop-down select) (Drop-down select) (Drop-down select)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(iv) correct or confirm predictions using text features	Student/Teacher	Narrative	9781531126025	421	EG: Preview Text Features, Structure, and Genre (Black B_head)
			Student/Teacher	Activity	9781531126025	426	EG: Try It Out: Previewing and Reading a Text
			Student/Teacher	Narrative	9781531127169	63	ELL Resource: Text Structures handout: Compare and Contrast
			Student/Teacher	Narrative	9781531127169	64	ELL Resource: Text Structures handout: Chronology/Sequence
			Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down select) Narrative Activity (Drop-down select) (Drop-down select) (Drop-down select)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(v) correct or confirm predictions using characteristics of genre	Student/Teacher	Narrative	9781531126025	424	EG: Genre (Blue runin Head)
			Student/Teacher	Activity	9781531126025	426	EG: Try It Out: Previewing and Reading a Text
			Student/Teacher	Narrative	9781531127121	23	ConnSB: Preview Concepts
			Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Activity (Drop-down select) Narrative Activity (Drop-down select) (Drop-down select) (Drop-down select)	9781531127121 266	ConnSB: Writing activities	
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(C) make [and] correct or confirm predictions using text features, characteristics of genre, and structures	(vi) correct or confirm predictions using structures	Student/Teacher	Narrative	9781531126025	422	EG: Text Structure (Blue runin Head)
			Student/Teacher	Activity	9781531126025	426	EG: Try It Out: Previewing and Reading a Text
			Student/Teacher	Narrative	9781531127169	61	ELL Resource: Text Structures handout: Problem and solution
			Student/Teacher	Narrative	9781531127169	62	ELL Resource: Text Structures handout: Description/List
			Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down select) Narrative Activity (Drop-down select) (Drop-down select) (Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(D) create mental images to deepen understanding	(i) create mental images to deepen understanding	Student/Teacher	Narrative	9781531126025	425	EG: Last checkmark
			Student/Teacher	Activity	9781531127121	118-119	ConnSB: Chart
			Student/Teacher	Narrative	9781531126025	420	EG: First bullet point
			Student/Teacher	Activity	9781531127121	314	ConnSB: "First Response" box
			Student/Teacher	Activity	9781531127121	308	ConnSB: Third prompt
			Teacher Only	Narrative			
			Teacher Only	Activity			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(i) make connections to personal experiences	Student/Teacher	Narrative	9781531126025	424	EG: Use Your Prior Knowledge (Black B_head)
			Student/Teacher	Activity	9781531127121	148	ConnSB: Write
			Student/Teacher	Narrative	9781531126025	439	EG: Ways to Connect
			Student/Teacher	Activity	9781531127121	159	ConnSB: p. 159, "First Response" activity
			Student/Teacher	Narrative	9781531126025	440	EG: Try It Out: Asking Questions After Reading
			Teacher Only	Narrative			
			Teacher Only	Activity			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(ii) make connections to ideas in other texts	Student/Teacher	Narrative	9781531127121	272-273	ConnSB: Text prior to chart
			Student/Teacher	Activity	9781531127121	273-274	ConnSB: Chart
			Student/Teacher	Narrative	9781531126025	439	EG: Ways to Connect
			Student/Teacher	Activity	9781531127121	274	ConnSB: Speak and Listen
			Student/Teacher	Activity	9781531127121	274	ConnSB: Write
			Teacher Only	Narrative			
			Teacher Only	Activity			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(E) make connections to personal experiences, ideas in other texts, and society	(iii) make connections to society	Student/Teacher	Narrative	9781531126025	424	EG: Use Your Prior Knowledge (Black B_head)
			Student/Teacher	Activity	9781531127121	283	ConnSB: p. 283, "First Response" box
			Student/Teacher	Narrative	9781531126025	439	EG: Ways to Connect
			Student/Teacher	Narrative	9781531126025	440	EG: Try It Out: Asking Questions After Reading
			Student/Teacher	Activity	9781531127121	64	ConnSB: p. 64, "First Response" box
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only Teacher Only	(Drop-down select) (Drop-down select)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding	(i) make inferences to support understanding	Student/Teacher	Narrative	9781531127121	13	ConnSB: Text up through chart.
			Student/Teacher	Activity	9781531127121	316	ConnSB: Second Read: Making Inferences About Characters: Objective
			Student/Teacher	Narrative	9781531127121	316-317	ConnSB: pp. 316-317 text up to chart
			Student/Teacher	Activity	9781531127121	10-12	ConnSB: First Read: Citing Textual Evidence to Support Inferences: Objective and following
			Student/Teacher	Narrative	9781531126025	431	EG: Author's purpose: first column of chart
			Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Narrative Activity (Drop-down select) (Drop-down select) (Drop-down select)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(F) make inferences and use evidence to support understanding	(ii) use evidence to support understanding	Student/Teacher	Narrative	9781531127121	13	ConnSB: p. 13 text up to chart
			Student/Teacher	Activity	9781531127121	13-14	ConnSB: pp. 13-14 chart
			Student/Teacher	Narrative	9781531127121	316-317	ConnSB: pp. 316-317 text up to chart
			Student/Teacher	Activity	9781531127121	317-318	ConnSB: pp. 317-318 chart
			Student/Teacher	Narrative	9781531126025	431	EG: Look for Textual Evidence
			Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Narrative Activity (Drop-down select) (Drop-down select) (Drop-down select)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(G) evaluate details read to determine key ideas	(i) evaluate details read to determine key ideas	Student/Teacher	Narrative	9781531127121	64	ConnSB: p. 64 text
			Student/Teacher	Activity	9781531127121	64-65	ConnSB: pp. 64-65 chart
			Student/Teacher	Narrative	9781531127121	159	ConnSB: p. 159 text
			Student/Teacher	Activity	9781531127121	160	ConnSB: p. 160 chart
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(H) synthesize information to create new understanding	(i) synthesize information to create new understanding	Student/Teacher	Narrative	9781531127121	68	ConnSB: Text before chart
			Student/Teacher	Activity	9781531127121	68	ConnSB: Chart & activity

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9781531127121	272	ConnSB: Text prior to chart
			Student/Teacher	Activity	9781531127121	273	ConnSB: Chart
			Student/Teacher	Activity	9781531127121	274	ConnSB: Item 4
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	(i) monitor comprehension	Student/Teacher	Narrative	9781531127121	371	ConnSB: Text preceding passage
			Student/Teacher	Activity	9781531127121	371-372	ConnSB: Student interaction with & markup of text.
			Student/Teacher	Narrative	9781531126025	438	EG: Monitoring Comprehension (Blue runin Head)
			Student/Teacher	Activity	9781531126025	429	EG: Try It Out: Previewing and Reading a Text
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	(ii) make adjustments when understanding breaks down	Student/Teacher	Narrative	9781531127121	371	ConnSB: Text preceding passage
			Student/Teacher	Activity	9781531127121	371-372	ConnSB: Student interaction with & markup of text.
			Student/Teacher	Narrative	9781531126025	438	EG: Monitoring Comprehension (Blue runin Head)
			Student/Teacher	Activity	9781531126025	429	EG: Try It Out: Previewing and Reading a Text
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(A) describe personal connections to a variety of sources, including self-selected texts	(i) describe personal connections to a variety of sources, including self-selected texts	Student/Teacher	Narrative	9781531126025	425	EG: K-W-L chart
			Student/Teacher	Activity	9781531127121	44	ConnSB: Writing activity
			Student/Teacher	Narrative	9781531126025	424	EG: Use Your Prior Knowledge (Black B. head)
			Student/Teacher	Activity	9781531126025	429	EG: Try It Out: Previewing and Reading a Text; Bullet point 3
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	(i) write responses that demonstrate understanding of texts, including comparing sources within genres	Student/Teacher	Narrative	9781531127121	68	ConnSB: Text up to chart.
			Student/Teacher	Activity	9781531127121	68-69	ConnSB: Chart and p. 69 activity
			Student/Teacher	Narrative	9781531126025	150	EG: Responding to Literature (Black B. head)
			Student/Teacher	Activity	9781531127121	181	ConnSB: Venn Diagram
			Student/Teacher	Activity	9781531127121	185	ConnSB: Suggestion 1
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	(ii) write responses that demonstrate understanding of texts, including comparing sources across genres	Student/Teacher	Narrative	9781531127121	272-273	ConnSB: pp. 272-273 text prior to chart
			Student/Teacher	Activity	9781531127121	273-274	ConnSB: Chart
			Student/Teacher	Narrative	9781531127121	363	ConnSB: Compare/ Contrast Essay
			Student/Teacher	Activity	9781531127121	363	ConnSB: Compare/ Contrast Essay
			Student/Teacher	Activity	9781531126025	150	EG: Responding to Literature (Black B. head)
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(C) use text evidence to support an appropriate response	(i) use text evidence to support an appropriate response	Student/Teacher	Narrative	9781531127121	13-15	ConnSB: Text surrounding p. 14 chart activity
			Student/Teacher	Activity	9781531127121	13-14	ConnSB: Chart
			Student/Teacher	Narrative	9781531126025	431	EG: Look for Textual Evidence text and chart
			Student/Teacher	Narrative	9781531126025	440	EG: Write About the Text Using Textual Evidence blue head
			Student/Teacher	Activity	9781531127121	296	ConnSB: Example from Speech column in chart
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(i) paraphrase texts in ways that maintain meaning	Student/Teacher	Narrative	9781531126025	441	EG: Examples of Using Textual Evidence in an Informational (Item 4 and example).
			Student/Teacher	Activity	9781531127121	64-65	ConnSB: Chart: Several cells re: paraphrasing
			Student/Teacher	Activity	9781531127121	154	ConnSB: Item 5A
			Student/Teacher	Activity	9781531127121	251	ConnSB: Chart, right column
			Student/Teacher	Narrative	9781531127121	407	ConnSB: Paragraph under bullet points
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down select)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(ii) paraphrase texts in ways that maintain logical order	Student/Teacher	Narrative	9781531127121	14	ConnSB: second bullet point
			Student/Teacher	Activity	9781531127121	64-65	ConnSB: Focus on Analyzing How Key Ideas Are Developed (graphic organizer: multiple prompts to paraphrase)
			Student/Teacher	Narrative	9781531127121	314	ConnSB: Focus on Summarizing Events
			Student/Teacher	Activity	9781531127121	315	ConnSB: Graphic organizer
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(iii) summarize texts in ways that maintain meaning	Student/Teacher	Narrative	9781531127121	31	ConnSB: Paragraph preceding chart
			Student/Teacher	Activity	9781531127121	31	ConnSB: Chart
			Student/Teacher	Narrative	9781531127121	314	ConnSB: Focus on Summarizing Events (two paragraphs after head)
			Student/Teacher	Activity	9781531127121	315-316	ConnSB: graphic organizer on page 315 and Write activity on page 316
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(D) paraphrase and summarize texts in ways that maintain meaning and logical order	(iv) summarize texts in ways that maintain logical order	Student/Teacher	Narrative	9781531127121	31	ConnSB: Paragraph preceding chart
			Student/Teacher	Activity	9781531127121	32	ConnSB: Write a summary
			Student/Teacher	Narrative	9781531127121	314	ConnSB: Focus on Summarizing Events (black head)
			Student/Teacher	Activity	9781531127121	314	ConnSB: Flowchart
			Student/Teacher	Activity	9781531127121	316	ConnSB: Write a summary
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	(i) interact with sources in meaningful ways	Student/Teacher	Narrative	9781531126025	430	EG: Annotating a Text (Blue runin Head)
			Student/Teacher	Activity	9781531127121	25	ConnSB: First Read: Summarize Plot: Objective
			Student/Teacher	Activity	9781531127121	10	ConnSB: objective

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9781531126025	420	EG: Bullet points on page 420
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(F) respond using newly acquired vocabulary as appropriate	(i) respond using newly acquired vocabulary as appropriate	Student/Teacher	Narrative	9781531126025	447	EG: Root Words, Prefixes, and Suffixes
			Student/Teacher	Activity	9781531127121	374	ConnSB: Speak and Listen
			Student/Teacher	Narrative	9781531127121	373	ConnSB: Focus on Defining Key Terms
			Student/Teacher	Activity	9781531127121	35	ConnSB: Write about point of view
			Student/Teacher	Narrative	9781531127121	34	ConnSB: Definition of point of view
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(G) discuss and write about the explicit or implicit meanings of text	(i) discuss the explicit or implicit meanings of text	Student/Teacher	Narrative	9781531127121	32-33	ConnSB: p. 32 text
			Student/Teacher	Activity	9781531127121	33	ConnSB: p. 33 Speak & Listen
			Student/Teacher	Narrative	9781531126025	428	EG: Ask Questions
			Student/Teacher	Activity	9781531127121	127	ConnSB: First Response
			Student/Teacher	Activity	9781531127121	128	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(G) discuss and write about the explicit or implicit meanings of text	(ii) write about the explicit or implicit meanings of text	Student/Teacher	Narrative	9781531127121	32	ConnSB: pp. 32-33 paragraph text
			Student/Teacher	Activity	9781531127121	33	ConnSB: Graphic organizer re: Theme, esp. "Theme" oval
			Student/Teacher	Narrative	9781531127121	81	ConnSB: Text preceding chart
			Student/Teacher	Activity	9781531127121	81-82	ConnSB: Chart & theme statement
			Student/Teacher	Activity	9781531127121	294	ConnSB: Write a Literary Analysis
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	(i) respond orally or in writing with appropriate register	Student/Teacher	Narrative	9781531127121	18	ConnSB: Language: Standard English
			Student/Teacher	Activity	9781531127121	19	ConnSB: Activities
			Student/Teacher	Narrative	9781531126025	443	EG: First three paragraphs
			Student/Teacher	Activity	9781531127121	134	ConnSB: Activity 2
			Student/Teacher	Activity	9781531127121	182	ConnSB: Write: final bullet point
			Teacher Only	Narrative			
			Teacher Only	Activity			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	(ii) respond orally or in writing with appropriate vocabulary	Student/Teacher	Narrative	9781531127121	18	ConnSB: pp. 18-19: Aspects of this text describes appropriate vocabulary.
			Student/Teacher	Activity	9781531127121	132	ConnSB: Poetry Explication
			Student/Teacher	Narrative	9781531126025	456	EG: Words That Communicate Clearly (Blue A. Head)
			Student/Teacher	Activity	9781531127121	214	ConnSB: Speak and Listen
			Student/Teacher	Activity	9781531127121	237	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	(iii) respond orally or in writing with appropriate tone	Student/Teacher	Narrative	9781531127121	395	ConnSB: First paragraph
			Student/Teacher	Activity	9781531127121	184	ConnSB: Third paragraph
			Student/Teacher	Narrative	9781531127121	395	ConnSB: First bullet point
			Student/Teacher	Activity	9781531127121	182	ConnSB: final bullet point
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	(iv) respond orally or in writing with appropriate voice	Student/Teacher	Narrative	9781531127121	395	ConnSB: First paragraph
			Student/Teacher	Activity	9781531127121	134	ConnSB: Activity 2
			Student/Teacher	Activity	9781531127121	206	ConnSB: Style and Voice
			Student/Teacher	Activity	9781531127121	184	ConnSB: last bullet point
			Teacher Only	Narrative			ConnSB: first bullet point
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	(iv) respond orally or in writing with appropriate voice	Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(i) reflect on and adjust responses as new evidence is presented	(i) reflect on responses as new evidence is presented	Student/Teacher	Narrative	9781531126025	463	EG: Summarize what you heard. (Blue runin Head)
			Student/Teacher	Activity	9781531127121	67	ConnSB: Speak and Listen
			Student/Teacher	Narrative	9781531127121	128	ConnSB: Instruction re discussing & adjusting responses
			Student/Teacher	Activity	9781531127121	128	ConnSB: Speak and Listen
			Student/Teacher	Activity	9781531127121	67	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	(i) reflect on and adjust responses as new evidence is presented	(ii) adjust responses as new evidence is presented	Student/Teacher	Narrative	9781531126025	463	EG: Summarize what you heard. (Blue runin Head)
			Student/Teacher	Activity	9781531127121	67	ConnSB: Speak and Listen
			Student/Teacher	Narrative	9781531127121	128	ConnSB: Instruction re discussing & adjusting responses
			Student/Teacher	Activity	9781531127121	128	ConnSB: Speak and Listen
			Student/Teacher	Activity	9781531127121	67	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) infer multiple themes within and across texts using text evidence	(i) infer multiple themes within texts using text evidence	Student/Teacher	Narrative	9781531127121	179-180	ConnSB: Explanation of theme
			Student/Teacher	Activity	9781531127121	180	ConnSB: Speak and Listen
			Student/Teacher	Narrative	9781531127121	211	ConnSB: para. 1
			Student/Teacher	Activity	9781531127121	212	ConnSB: p. 212; Chart
			Student/Teacher	Narrative	9781531126025	435	EG: First column; Theme row
			Teacher Only	Narrative			
			Teacher Only	Activity			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(A) infer multiple themes within and across texts using text evidence	(ii) infer multiple themes across texts using text evidence	Student/Teacher	Narrative	9781531126025	435	EG: First column; Theme row
			Student/Teacher	Activity	9781531127121	223	ConnSB: Question 5
			Student/Teacher	Narrative	9781531127121	32	ConnSB: Focus on Analyzing Theme
			Student/Teacher	Activity	9781531127121	360	ConnSB: Chart
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531127121	361	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) analyze how the characters' internal and external responses develop the plot	(i) analyze how the characters' internal responses develop the plot	Student/Teacher	Narrative	9781531127121	230	ConnSB: Focus on Analyzing Character Development
			Student/Teacher	Activity	9781531127121	237	ConnSB: Speak and Listen
			Student/Teacher	Narrative	9781531126025	153	EG: Finding Meaning in Narrative (Fiction, Nonfiction, and Poetry) (See second bullet under Character head)
			Student/Teacher	Activity	9781531127121	177-179	ConnSB: Focus on Understanding Plot and Characters in Drama (and following graphic organizer and Write activity)
			Student/Teacher	Narrative	9781531126025	429	EG: Narrative text chart
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(B) analyze how the characters' internal and external responses develop the plot	(ii) analyze how the characters' external responses develop the plot	Student/Teacher	Narrative	9781531127121	230	ConnSB: Focus on Analyzing Character Development
			Student/Teacher	Activity	9781531127121	230	ConnSB: Questions 1-4
			Student/Teacher	Narrative	9781531126025	153	EG: Characters (checklist head)
			Student/Teacher	Activity	9781531127121	232	ConnSB: Speak and Listen
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback	(i) analyze plot elements, including rising action	Student/Teacher	Narrative	9781531126025	153	EG: Plot
			Student/Teacher	Activity	9781531127121	31	ConnSB: Chart, row 2
			Student/Teacher	Narrative	9781531126025	152	EG: Plot
			Student/Teacher	Activity	9781531127121	41	ConnSB: Question 2A
			Student/Teacher	Activity	9781531127121	32	ConnSB: Write
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback	(ii) analyze plot elements, including climax	Student/Teacher	Narrative	9781531126025	153	EG: Plot
			Student/Teacher	Activity	9781531127121	31	ConnSB: Chart, row 3
			Student/Teacher	Narrative	9781531126025	152	EG: Plot
			Student/Teacher	Activity	9781531127121	32	ConnSB: Write
			Student/Teacher	Activity	9781531127121	41	ConnSB: Question 2B
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback	(iii) analyze plot elements, including falling action	Student/Teacher	Narrative	9781531126025	153	EG: Plot
			Student/Teacher	Activity	9781531127121	31	ConnSB: Chart, row 4
			Student/Teacher	Activity	9781531127121	32	ConnSB: Write
			Student/Teacher	Activity	9781531127121	41	ConnSB: Question 2B
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback	(iv) analyze plot elements, including resolution	Student/Teacher	Narrative	9781531126025	153	EG: Plot
			Student/Teacher	Activity	9781531127121	31	ConnSB: Chart, row 4
			Student/Teacher	Activity	9781531127121	32	ConnSB: Write
			Student/Teacher	Narrative	9781531126025	152	EG: Plot
			Student/Teacher	Activity	9781531127121	41	ConnSB: Question 2B
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback	(v) analyze plot elements, including non-linear elements	Student/Teacher	Narrative	9781531127121	314	ConnSB: Focus on Summarizing Events
			Student/Teacher	Activity	9781531127121	314	ConnSB: Flow chart
			Student/Teacher	Narrative	9781531126025	153	EG: Finding Meaning in Narrative (Fiction, Nonfiction, and Poetry) (Black D Head) See third bullet under Plot)
			Student/Teacher	Activity	9781531127121	316	ConnSB: Speak and Listen
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback	(v) analyze plot elements, including non-linear elements	Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(D) analyze how the setting, including historical and cultural settings, influences character and plot development	(i) analyze how the setting, including historical settings, influences character development	Student/Teacher	Narrative	9781531127121	17	ConnSB: p. 17, text up to chart.
			Student/Teacher	Activity	9781531127121	17	ConnSB: p. 17 chart
			Student/Teacher	Narrative	9781531126025	153	EG: Setting (checklist head)
			Student/Teacher	Activity	9781531127121	18	ConnSB: Writing text
			Student/Teacher	Narrative	9781531126025	435	EG: Characters row
			Teacher Only	Narrative			
			Teacher Only	Activity			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(D) analyze how the setting, including historical and cultural settings, influences character and plot development	(ii) analyze how the setting, including cultural settings, influences character development	Student/Teacher	Narrative	9781531127121	17	ConnSB: p. 17, text up to chart.
			Student/Teacher	Activity	9781531127121	17	ConnSB: p. 17 chart
			Student/Teacher	Narrative	9781531126025	153	EG: Setting (checklist head)
			Student/Teacher	Activity	9781531127121	18	ConnSB: Writing text
			Student/Teacher	Narrative	9781531126025	435	EG: Characters row
			Teacher Only	Narrative			
			Teacher Only	Activity			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(D) analyze how the setting, including historical and cultural settings, influences character and plot development	(iii) analyze how the setting, including historical settings, influences plot development	Student/Teacher	Narrative	9781531126025	153	EG: Setting (checklist head)
			Student/Teacher	Activity	9781531127121	178	ConnSB: Plot row
			Student/Teacher	Narrative	9781531126025	435	EG: Setting row
			Student/Teacher	Activity	9781531127121	391	ConnSB: Chart
			Student/Teacher	Activity	9781531127121	393	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(D) analyze how the setting, including historical and cultural settings, influences character and plot development	(iv) analyze how the setting, including cultural settings, influences plot development	Student/Teacher	Narrative	9781531126025	153	EG: Setting (checklist head)
			Student/Teacher	Activity	9781531127121	391	ConnSB: Chart
			Student/Teacher	Narrative	9781531127121	391	ConnSB: Focus on Identifying a Theme
			Student/Teacher	Activity	9781531127121	393	ConnSB: Speak and Listen
			Student/Teacher	Narrative	9781531126025	435	EG: Setting row
			Teacher Only	Narrative			
			Teacher Only	Activity			
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:	(D) analyze how the setting, including historical and cultural settings, influences character and plot development	(iv) analyze how the setting, including cultural settings, influences plot development	Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths	(i) demonstrate knowledge of literary genres	Student/Teacher	Narrative	9781531127121	23-24	ConnSB: Bullets re: definitions of genres
			Student/Teacher	Activity	9781531127121	23-24	ConnSB: Below each genre, list
			Student/Teacher	Narrative	9781531126025	4	EG: Identifying the genre
			Student/Teacher	Activity	9781531127121	24	ConnSB: Chart
			Student/Teacher	Activity	9781531127121	387	ConnSB: p. 387, first two writing activities
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(i) analyze the effect of meter across a variety of poetic forms	Student/Teacher	Narrative	9781531126025	436	EG: Poetry row
			Student/Teacher	Activity	9781531127121	133	ConnSB: seventh bullet point
			Student/Teacher	Narrative	9781531127121	215	ConnSB: Focus on Analyzing Structure
			Student/Teacher	Activity	9781531127121	216-217	ConnSB: Questions 2, 3, 4, 6
			Student/Teacher	Narrative	9781531126025	145	EG: Meter
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	(ii) analyze the effect of structural elements across a variety of poetic forms	Student/Teacher	Narrative	9781531126025	436	EG: Meter and rhyme row
			Student/Teacher	Activity	9781531127121	133	ConnSB: seventh bullet point
			Student/Teacher	Narrative	9781531127121	215	ConnSB: Focus on Analyzing Structure
			Student/Teacher	Activity	9781531127121	216-217	ConnSB: Questions 2, 3, 4, 6
			Student/Teacher	Narrative	9781531127121	132	ConnSB: ninth bullet point
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(C) analyze how playwrights develop characters through dialogue and staging	(i) analyze how playwrights develop characters through dialogue	Student/Teacher	Narrative	9781531126025	435	EG: Characters row
			Student/Teacher	Activity	9781531127121	178	ConnSB: Chart, esp. row 1

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9781531126025	155	EG: sixth bullet point
			Student/Teacher	Activity	9781531127121	186	ConnSB: item 1A & 1B
			Student/Teacher	Activity	9781531127121	186-187	ConnSB: item 3A & 3B
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(C) analyze how playwrights develop characters through dialogue and staging	(ii) analyze how playwrights develop characters through staging	Student/Teacher	Narrative	9781531127121	177	ConnSB: Final paragraph on page
			Student/Teacher	Activity	9781531127121	178	ConnSB: Chart, esp. row 1
			Student/Teacher	Narrative	9781531126025	155	EG: first bullet point
			Student/Teacher	Activity	9781531127121	183	ConnSB: first paragraph
			Student/Teacher	Narrative	9781531127121	76	ConnSB: second bullet point
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence; (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and (iii) organizational patterns such as definition, classification, advantage, and disadvantage	(i) analyze characteristics of informational text, including the controlling idea or thesis with supporting evidence	Student/Teacher	Narrative	9781531127121	115	ConnSB: Paragraphs 1 & 2
			Student/Teacher	Activity	9781531127121	115	ConnSB: Diagram
			Student/Teacher	Narrative	9781531127121	268	ConnSB: Steps 1-5
			Student/Teacher	Activity	9781531127121	116	ConnSB: Speak and Listen
			Student/Teacher	Activity	9781531127121	116	ConnSB: Write
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence; (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and (iii) organizational patterns such as definition, classification, advantage, and disadvantage	(ii) analyze characteristics of informational text, including features to gain background information	Student/Teacher	Narrative	9781531126025	421	EG: Preview Text Features, Structure, and Genre (Black B_head)
			Student/Teacher	Activity	9781531126025	426	EG: Try It Out
			Student/Teacher	Narrative	9781531126025	73	EG: The Structure of Informational Writing (Blue A_head)
			Student/Teacher	Activity	9781531127121	343	ConnSB: Third Read: Analyzing the Structure of a Text: Objective
			Student/Teacher	Activity	9781531127121	256	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence; (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and (iii) organizational patterns such as definition, classification, advantage, and disadvantage	(iii) analyze characteristics of informational text, including organizational patterns	Student/Teacher	Narrative	9781531127121	343	ConnSB: All text following subhead
			Student/Teacher	Activity	9781531127121	343	ConnSB: Third Read: Analyzing the Structure of a Text: Objective
			Student/Teacher	Narrative	9781531127121	9781531126025	EG: Paragraph and chart
			Student/Teacher	Activity	9781531127121	344	ConnSB: Chart
			Student/Teacher	Activity	9781531127121	345	ConnSB: Write
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence; (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and (iii) organizational patterns such as definition, classification, advantage, and disadvantage	(iv) analyze structural elements of informational text, including the controlling idea or thesis with supporting evidence	Student/Teacher	Narrative	9781531127121	343	ConnSB: All text following subhead
			Student/Teacher	Activity	9781531127121	343	ConnSB: Third Read: Analyzing the Structure of a Text: Objective
			Student/Teacher	Narrative	9781531126025	73	EG: The Structure of Informational Writing (Blue A. Head)
			Student/Teacher	Activity	9781531127121	344	ConnSB: Chart
			Student/Teacher	Activity	9781531127121	345	ConnSB: Write
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence; (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and (iii) organizational patterns such as definition, classification, advantage, and disadvantage	(v) analyze structural elements of informational text, including features to gain background information	Student/Teacher	Narrative	9781531126025	422	EG: Chart
			Student/Teacher	Activity	9781531126025	425	EG: Try It Out
			Student/Teacher	Narrative	9781531127121	377	ConnSB: Focus on Integrating Information from a Text and a Graph
			Student/Teacher	Activity	9781531127121	370	ConnSB: Making Connections
			Student/Teacher	Activity	9781531127121	377	ConnSB: Questions 1-6
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence; (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and (iii) organizational patterns such as definition, classification, advantage, and disadvantage	(v) analyze structural elements of informational text, including features to gain background information	Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(D) analyze characteristics and structural elements of informational text, including: (i) the controlling idea or thesis with supporting evidence; (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and (iii) organizational patterns such as definition, classification, advantage, and disadvantage	(vi) analyze structural elements of informational text, including organizational patterns	Student/Teacher	Narrative	9781531127121	343	ConnSB: All text following subhead
			Student/Teacher	Activity	9781531127121	343	ConnSB: Third Read: Analyzing the Structure of a Text: Objective
			Student/Teacher	Narrative	9781531126025	422	EG: Paragraph and chart
			Student/Teacher	Activity	9781531127121	344	ConnSB: Chart
			Student/Teacher	Activity	9781531127121	345	ConnSB: Write
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) analyze characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author uses various types of evidence to support the argument; (iii) identifying the intended audience or reader	(i) analyze characteristics of argumentative text by identifying the claim	Student/Teacher	Narrative	9781531127121	286	ConnSB: p. 286 up to writing activities.
			Student/Teacher	Activity	9781531127121	286-287	ConnSB: Questions 1-3
			Student/Teacher	Narrative	9781531127121	50	ConnSB: Narrative and picture
			Student/Teacher	Narrative	9781531126025	429	EG: Argumentative Text: Editorials, Research Papers (table)
			Student/Teacher	Activity	9781531127121	53	ConnSB: Questions 1-3
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) analyze characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author uses various types of evidence to support the argument; (iii) identifying the intended audience or reader	(ii) analyze characteristics of argumentative text by explaining how the author uses various types of evidence to support the argument	Student/Teacher	Narrative	9781531127121	50	ConnSB: Narrative and picture
			Student/Teacher	Activity	9781531127121	53	ConnSB: Questions 1-3
			Student/Teacher	Narrative	9781531126025	429	EG: Argumentative Text: Editorials, Research Papers (table)
			Student/Teacher	Activity	9781531127121	288	ConnSB: Chart
			Student/Teacher	Activity	9781531127121	289	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) analyze characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author uses various types of evidence to support the argument; (iii) identifying the intended audience or reader	(iii) analyze characteristics of argumentative text by identifying the intended audience or reader	Student/Teacher	Narrative	9781531126025	429	EG: Argumentative Text: Editorials, Research Papers (table)
			Student/Teacher	Activity	9781531127121	296	ConnSB: Chart, row 3 ("Audience")
			Student/Teacher	Narrative	9781531127121	162	ConnSB: Focus on Determining a Speaker's Purpose
			Student/Teacher	Activity	9781531127121	159	ConnSB: First Response
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) analyze characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author uses various types of evidence to support the argument; (iii) identifying the intended audience or reader	(iv) analyze structures of argumentative text by identifying the claim	Student/Teacher	Narrative	9781531127121	286	ConnSB: p. 286 up to writing activities.
			Student/Teacher	Activity	9781531127121	286-287	ConnSB: Questions 1-3
			Student/Teacher	Narrative	9781531127121	50	ConnSB: Narrative and picture
			Student/Teacher	Activity	9781531127121	53	ConnSB: Questions 1-3
			Student/Teacher	Narrative	9781531126025	429	EG: Argumentative Text: Editorials, Research Papers (table)
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) analyze characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author uses various types of evidence to support the argument; (iii) identifying the intended audience or reader	(v) analyze structures of argumentative text by explaining how the author uses various types of evidence to support the argument	Student/Teacher	Narrative	9781531127121	50	ConnSB: Narrative and picture
			Student/Teacher	Activity	9781531127121	53	ConnSB: Questions 1-3
			Student/Teacher	Narrative	9781531126025	429	EG: Argumentative Text: Editorials, Research Papers (table)
			Student/Teacher	Activity	9781531127121	288	ConnSB: Chart
			Student/Teacher	Activity	9781531127121	289	ConnSB: Speak and Listen
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(E) analyze characteristics and structures of argumentative text by: (i) identifying the claim; (ii) explaining how the author uses various types of evidence to support the argument; (iii) identifying the intended audience or reader	(vi) analyze structures of argumentative text by identifying the intended audience or reader	Student/Teacher	Narrative	9781531126025	429	EG: Argumentative Text: Editorials, Research Papers (table)
			Student/Teacher	Activity	9781531127121	53	ConnSB: Questions 1-3
			Student/Teacher	Narrative	9781531126025	429	EG: Argumentative Text: Editorials, Research Papers (table)
			Student/Teacher	Activity	9781531127121	288	ConnSB: Chart
			Student/Teacher	Activity	9781531127121	289	ConnSB: Speak and Listen
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531127121	296	ConnSB: Chart, row 3 ("Audience")
			Student/Teacher	Narrative	9781531127121	162	ConnSB: Focus on Determining a Speaker's Purpose
			Student/Teacher	Activity	9781531127121	159	ConnSB: First Response
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(F) analyze characteristics of multimodal and digital texts	(i) analyze characteristics of multimodal texts	Student/Teacher	Narrative	9781531127121	181	ConnSB: p. 181, text up to Venn
			Student/Teacher	Activity	9781531127121	180-181	ConnSB: Venn diagram
			Student/Teacher	Narrative	9781531126025	422	EG: As you preview this text feature (table)
			Student/Teacher	Activity	9781531127121	182	ConnSB: Write
			Student/Teacher	Activity	9781531127121	382	ConnSB: Activity 2
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	(F) analyze characteristics of multimodal and digital texts	(ii) analyze characteristics of digital texts	Student/Teacher	Narrative	9781531126025	422	EG: As you preview this text feature (table)
			Student/Teacher	Activity	9781531127121	374	ConnSB: First paragraph
			Student/Teacher	Narrative	9781531126025	194-199	EG: Types of Sources (Black B head) and following content
			Student/Teacher	Activity	9781531127121	364	ConnSB: bullet points
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(A) explain the author's purpose and message within a text	(i) explain the author's purpose	Student/Teacher	Narrative	9781531127121	162	ConnSB: Text up to chart.
			Student/Teacher	Activity	9781531127121	163	ConnSB: Chart
			Student/Teacher	Narrative	9781531127121	270	ConnSB: Focus on Understanding Author's Purpose
			Student/Teacher	Activity	9781531127121	164	ConnSB: Write
			Student/Teacher	Activity	9781531127121	272	ConnSB: Speak and Listen
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down select)			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(A) explain the author's purpose and message within a text	(ii) explain the author's message within a text	Student/Teacher	Narrative	9781531127121	129	ConnSB: p. 129, text prior to chart
			Student/Teacher	Activity	9781531127121	127-128	ConnSB: Chart
			Student/Teacher	Narrative	9781531127121	179	ConnSB: First two paragraphs
			Student/Teacher	Activity	9781531127121	397	ConnSB: Questions 4 and 5
			Student/Teacher	Activity	9781531127121	397	ConnSB: Write
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(B) analyze how the use of text structure contributes to the author's purpose	(i) analyze how the use of text structure contributes to the author's purpose	Student/Teacher	Narrative	9781531127121	235	ConnSB: Focus on Analyzing an Episode of a Novel
			Student/Teacher	Activity	9781531127121	235-237	ConnSB: Chart and writing items.
			Student/Teacher	Narrative	9781531127121	343	ConnSB: bullet points
			Student/Teacher	Activity	9781531127121	237	ConnSB: Speak and Listen
			Student/Teacher	Activity	9781531127121	344	ConnSB: Chart
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(C) analyze the author's use of print and graphic features to achieve specific purposes	(i) analyze the author's use of print features to achieve specific purposes	Student/Teacher	Narrative	9781531126025	421	EG: Preview Text Features, Structure, and Genre (Black B_head)
			Student/Teacher	Activity	9781531126025	426	EG: Try It Out
			Student/Teacher	Narrative	9781531126025	154	EG: Finding Meaning in Lyrical Poetry (checklist head)
			Student/Teacher	Activity	9781531127121	132	ConnSB: Poetry explication
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(C) analyze the author's use of print and graphic features to achieve specific purposes	(ii) analyze the author's use of graphic features to achieve specific purposes	Student/Teacher	Narrative	9781531126025	421	EG: Preview Text Features, Structure, and Genre (Black B_head)
			Student/Teacher	Activity	9781531126025	426	EG: Try It Out: Previewing and Reading a Text
			Student/Teacher	Narrative	9781531126025	194-199	EG: Types of Sources (Black B_head) and following content
			Student/Teacher	Activity	9781531127121	218	ConnSB: Write
			Student/Teacher	Activity	9781531127121	220	ConnSB: 3 and 4
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	(i) describe how the author's use of figurative language achieves specific purposes	Student/Teacher	Narrative	9781531126025	432	EG: Figurative Language row
			Student/Teacher	Activity	9781531127121	119	ConnSB: Write
			Student/Teacher	Narrative	9781531127121	129	ConnSB: Paragraph 1
			Student/Teacher	Activity	9781531127121	129	ConnSB: Table following text
			Student/Teacher	Activity	9781531127121	133	ConnSB: sixth bullet point
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	(i) identify the use of literary devices, including omniscient point of view, to achieve a specific purpose	Student/Teacher	Narrative	9781531127121	319	ConnSB: Focus on Understanding Point of View
			Student/Teacher	Activity	9781531127121	320	ConnSB: Questions 1-4
			Student/Teacher	Narrative	9781531126025	136	EG: Third-Person Omniscient Point of View (purple run-in head)
			Student/Teacher	(Drop-down select)			
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	(ii) identify the use of literary devices, including limited point of view, to achieve a specific purpose	Student/Teacher	Narrative	9781531126025	152	EG: Elements of Literature (Black D Head)
			Student/Teacher	Activity	9781531127121	320	ConnSB: Questions 1-3
			Student/Teacher	Narrative	9781531126025	136	EG: Third-Person Limited Point of View (purple run-in head)
			Student/Teacher	Activity	9781531127121	253	ConnSB: Questions 1-3
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(F) analyze how the author's use of language contributes to mood and voice	(i) analyze how the author's use of language contributes to mood	Student/Teacher	Narrative	9781531127121	395	ConnSB: Bullet points
			Student/Teacher	Activity	9781531127121	212	ConnSB: Objective: Chart
			Student/Teacher	Narrative	9781531126025	438	EG: Fiction and Drama row
			Student/Teacher	Activity	9781531127121	395	ConnSB: Questions 3-6
			Student/Teacher	Narrative	9781531127121	214	ConnSB: Paragraph after chart
			Teacher Only	Narrative			
			Teacher Only	Activity			
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(F) analyze how the author's use of language contributes to mood and voice	(ii) analyze how the author's use of language contributes to voice	Student/Teacher	Narrative	9781531127121	131	ConnSB: instruction up to writing activity
			Student/Teacher	Activity	9781531127121	131	ConnSB: Writing activity
			Student/Teacher	Narrative	9781531126025	152	EG: Point of View and Speaker
			Student/Teacher	Activity	9781531126025	32	EG: Style and Voice (Black B. head)
			Student/Teacher	Activity	9781531127121	134	ConnSB: Activity 2
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:	(G) explain the differences between rhetorical devices and logical fallacies	(i) explain the differences between rhetorical devices and logical fallacies	Student/Teacher	Narrative	9781531126025	190	EG: Faulty Reasoning and Logical Fallacies (Black D Head)
			Student/Teacher	Activity	9781531127121	161	ConnSB: chart
			Student/Teacher	Narrative	9781531126025	191	EG: Rhetorical Device or Faulty Reasoning? (Black D Head)
			Student/Teacher	Activity	9781531127121	297	ConnSB: Chart with logical appeals
			Student/Teacher	Activity	9781531127121	298	ConnSB: Chart with rhetorical appeals
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests	(i) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies	Student/Teacher	Narrative	9781531126025	4	EG: Planning: Consider Genre and Audience
			Student/Teacher	Activity	9781531127121	94	ConnSB: Table
			Student/Teacher	Narrative	9781531126025	63	EG: Determining Genre
			Student/Teacher	Activity	9781531127121	189-191	ConnSB: Tables and writing activities throughout "Brainstorming" section.
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(i) develop drafts into a focused piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9781531126025	66	EG: Drafting the Introduction
			Student/Teacher	Activity	9781531127121	299	ConnSB: 1. Introductory paragraph and First Draft
			Student/Teacher	Narrative	9781531126025	83	EG: Final 2 paragraphs
			Student/Teacher	Activity	9781531127121	408	ConnSB: First bullet point
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ii) develop drafts into a focused piece of writing by organizing with purposeful structure, including transitions	Student/Teacher	Narrative	9781531126025	7	EG: Focusing Depth of Thought
			Student/Teacher	Activity	9781531127121		
			Student/Teacher	Narrative	9781531126025		
			Student/Teacher	Activity	9781531127121		
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531127121	182	ConnSB: Bullet 1, students revise draft to "use appropriate transitions."
			Student/Teacher	Narrative	9781531126025	195	EG: "Think medium" section, last bullet, and "Think small" section, third bullet
			Student/Teacher	Activity	9781531127121	28	ConnSB: Connect, Connect, Connect
			Student/Teacher	Narrative	9781531127121	195	ConnSB: "Think medium" section, last bullet, and "Think small" section, third bullet
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(iii) develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence within paragraphs	Student/Teacher	Narrative	9781531126025	28	EG: Connect, Connect, Connect
			Student/Teacher	Activity	9781531127121	195	ConnSB: Think medium: last bullet
			Student/Teacher	Narrative	9781531126025	56	EG: Coherence
			Student/Teacher	Activity	9781531127121	411	ConnSB: Second bullet point: organization of ideas
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(iv) develop drafts into a focused piece of writing by organizing with purposeful structure, including coherence across paragraphs	Student/Teacher	Narrative	9781531126025	85	EG: Strategies for Achieving Unity and Coherence
			Student/Teacher	Activity	9781531127121	195	ConnSB: Think medium: last bullet
			Student/Teacher	Narrative	9781531126025	112	EG: Check for Coherence
			Student/Teacher	Activity	9781531127121	411	ConnSB: Second bullet point: organization of ideas
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(v) develop drafts into a focused piece of writing by organizing with purposeful structure, including a conclusion	Student/Teacher	Narrative	9781531126025	68	EG: Drafting a Conclusion
			Student/Teacher	Activity	9781531127121	98	ConnSB: Students draft essay based on Section III, "Conclusion"
			Student/Teacher	Narrative	9781531126025	85	EG: Drafting a Conclusion

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531127121	299	ConnSB: Students draft essay based on Section III, "Conclusion"
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(vi) develop drafts into a structured piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9781531126025	88	EG: First check
			Student/Teacher	Activity	9781531127121	299	ConnSB: First paragraph
			Student/Teacher	Narrative	9781531126025	66	EG: Drafting the Introduction
			Student/Teacher	Activity	9781531127121	411	ConnSB: Second bullet point: organization of ideas
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(vii) develop drafts into a structured piece of writing by organizing with purposeful structure, including transitions	Student/Teacher	Narrative	9781531126025	195	EG: "Think medium" section, last bullet, and "Think small" section, third bullet.
			Student/Teacher	Activity	9781531126025	7	EG: Focusing Depth of Thought
			Student/Teacher	Narrative	9781531127121	195	ConnSB: "Think medium" section, last bullet, and "Think small" section, third bullet.
			Student/Teacher	Activity	9781531127121	182	ConnSB: Bullet 1, students revise draft to "use appropriate transitions."
			Student/Teacher	Activity	9781531127121	28	ConnSB: Connect, Connect, Connect
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(viii) develop drafts into a structured piece of writing by organizing with purposeful structure, including coherence within paragraphs	Student/Teacher	Narrative	9781531126025	28	EG: Connect, Connect, Connect
			Student/Teacher	Activity	9781531127121	195	ConnSB: Think medium: last bullet
			Student/Teacher	Narrative	9781531126025	56	EG: Coherence
			Student/Teacher	Activity	9781531127121	411	ConnSB: Second bullet point: organization of ideas
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only Teacher Only Teacher Only	(Drop-down select) (Drop-down select) (Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(ix) develop drafts into a structured piece of writing by organizing with purposeful structure, including coherence across paragraphs	Student/Teacher	Narrative	9781531126025	85	EG: Strategies for Achieving Unity and Coherence
			Student/Teacher	Activity	9781531127121	195	ConnSB: Think medium: last bullet
			Student/Teacher	Narrative	9781531126025	112	EG: Check for Coherence
			Student/Teacher	Activity	9781531127121	411	ConnSB: Second bullet point: organization of ideas
			Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down select) Narrative Activity (Drop-down select) (Drop-down select) (Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(x) develop drafts into a structured piece of writing by organizing with purposeful structure, including a conclusion	Student/Teacher	Narrative	9781531126025	68	EG: Drafting a Conclusion
			Student/Teacher	Activity	9781531127121	98	ConnSB: Students draft essay based on Section III, "Conclusion"
			Student/Teacher	Narrative	9781531126025	85	EG: Drafting a Conclusion
			Student/Teacher	Activity	9781531127121	299	ConnSB: Students draft essay based on Section III, "Conclusion"
			Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down select) Narrative Activity (Drop-down select) (Drop-down select) (Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(xi) develop drafts into a coherent piece of writing by organizing with purposeful structure, including an introduction	Student/Teacher	Narrative	9781531126025	88	EG: First check
			Student/Teacher	Activity	9781531127121	299	ConnSB: First paragraph
			Student/Teacher	Narrative	9781531126025	66	EG: Drafting the Introduction
			Student/Teacher	Activity	9781531127121	411	ConnSB: Second bullet point: organization of ideas
			Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down select) Narrative Activity (Drop-down select) (Drop-down select) (Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(xii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including transitions	Student/Teacher	Narrative	9781531127121	399	ConnSB: Literary Analysis
			Student/Teacher	Activity	9781531127121	182	ConnSB: Bullet 1, students revise draft to "use appropriate transitions."
			Student/Teacher	Narrative	9781531126025	28-29	EG: Connect, Connect, Connect (Blue runin Head and following)
			Student/Teacher	Activity	9781531127121	399	ConnSB: Students use transitional phrases in their writing.
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(xiii) develop drafts into a coherent piece of writing by organizing with purposeful structure, including coherence within paragraphs	Student/Teacher	Narrative	9781531127121	97-98	ConnSB: Section II, "Body Paragraphs"
			Student/Teacher	Activity	9781531127121	97-98	ConnSB: Students draft essay based on Section II, "Body Paragraphs"
			Student/Teacher	Narrative	9781531127121	408-409	ConnSB: "Body" section, bullets "Reason 1," "Reason 2," "Reason 3"; also examples on pp. 408-409 of Reasons 1, 2, 3.
			Student/Teacher	Activity	9781531127121	408-409	ConnSB: Students draft essay based on narrative re: Body & Reasons
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(xiv) develop drafts into a coherent piece of writing by organizing with purposeful structure, including coherence across paragraphs	Student/Teacher	Narrative	9781531127121	97-98	ConnSB: Section II, "Body Paragraphs"
			Student/Teacher	Activity	9781531127121	97-98	ConnSB: Students draft essay based on Section II, "Body Paragraphs"
			Student/Teacher	Narrative	9781531127121	408-409	ConnSB: "Body" section, bullets "Reason 1," "Reason 2," "Reason 3"; also examples on pp. 408-409 of Reasons 1, 2, 3.
			Student/Teacher	Activity	9781531127121	408-409	ConnSB: Students draft essay based on narrative re: Body & Reasons
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(xv) develop drafts into a coherent piece of writing by organizing with purposeful structure, including a conclusion	Student/Teacher	Narrative	9781531127121	98	ConnSB: p. 98, Section III, "Conclusion"
			Student/Teacher	Activity	9781531127121	98	ConnSB: Students draft essay based on Section III, "Conclusion"
			Student/Teacher	Narrative	9781531127121	298-299	ConnSB: p. 299, Section III, "Conclusion"
			Student/Teacher	Activity	9781531127121	299	ConnSB: Students draft essay based on Section III, "Conclusion"
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(xvi) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific facts	Student/Teacher	Narrative	9781531126025	88	EG: Organization, Structure, and Focus
			Student/Teacher	Activity	9781531127121	97	ConnSB: Development of body paragraphs
			Student/Teacher	Narrative	9781531126025	26	EG: Staying Focused
			Student/Teacher	Activity	9781531127121	296-298	ConnSB: All tables
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(xvii) develop drafts into a focused piece of writing by developing an engaging idea reflecting depth of thought with specific details	Student/Teacher	Narrative	9781531126025	88	EG: Organization, Structure, and Focus
			Student/Teacher	Activity	9781531127121	97	ConnSB: Development of body paragraphs
			Student/Teacher	Narrative	9781531126025	26	EG: Staying Focused
			Student/Teacher	Activity	9781531127121	296-298	ConnSB: All tables
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(xviii) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific facts	Student/Teacher	Narrative	9781531126025	77	EG: Depth of Thought
			Student/Teacher	Activity	9781531127121	96	ConnSB: Table
			Student/Teacher	Narrative	9781531126025	49	EG: Paragraph Structure
			Student/Teacher	Activity	9781531127121	296-298	ConnSB: All tables
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(xix) develop drafts into a structured piece of writing by developing an engaging idea reflecting depth of thought with specific details	Student/Teacher	Narrative	9781531126025	189	EG: Second bullet point
			Student/Teacher	Activity	9781531127121	96	ConnSB: Table
			Student/Teacher	Narrative	9781531126025	7	EG: Focusing: Depth of Thought
			Student/Teacher	Activity	9781531127121	296-298	ConnSB: All tables
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(xx) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts	Student/Teacher	Narrative	9781531126025	27	EG: Adding Depth of Thought
			Student/Teacher	Activity	9781531127121	96	ConnSB: Table
			Student/Teacher	Narrative	9781531126025	7	EG: Focusing: Depth of Thought
			Student/Teacher	Activity	9781531127121	296-298	ConnSB: All tables
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(xxi) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details	Student/Teacher	Narrative	9781531126025	27	EG: Adding Depth of Thought
			Student/Teacher	Activity	9781531127121	96	ConnSB: Table
			Student/Teacher	Narrative	9781531126025	203	EG: Chart
			Student/Teacher	Activity	9781531127121	296-298	ConnSB: All tables
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and (ii) developing an engaging idea reflecting depth of thought with specific facts and details	(xxi) develop drafts into a coherent piece of writing by developing an engaging idea reflecting depth of thought with specific details	Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	(i) revise drafts for clarity	Student/Teacher	Narrative	9781531126025	17	EG: paragraphs on page 17 and 18
			Student/Teacher	Activity	9781531126025	267	EG: As You Write: Revising for Clarity
			Student/Teacher	Narrative	9781531126025	112	EG: Check for Clarity
			Student/Teacher	Activity	9781531127121	300	ConnSB: Think small
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	(ii) revise drafts for development	Student/Teacher	Narrative	9781531126025	146	EG: Development of Ideas
			Student/Teacher	Activity	9781531127121	108	ConnSB: Practice Performance Task: Writing Expression
			Student/Teacher	Narrative	9781531126025	16	EG: Content and Development of Ideas
			Student/Teacher	Activity	9781531127121	300	ConnSB: Think medium
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	(iii) revise drafts for organization	Student/Teacher	Narrative	9781531126025	16	EG: Organization, Structure, and Focus
			Student/Teacher	Activity	9781531126025	306	EG: Writing Expression checklist
			Student/Teacher	Narrative	9781531126025	70	EG: Checklist
			Student/Teacher	Activity	9781531127121	419	ConnSB: Writing Expression checklist
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	(iv) revise drafts for style	Student/Teacher	Narrative	9781531126025	32	EG: Style and Voice
			Student/Teacher	Activity	9781531127121	100	ConnSB: Think small
			Student/Teacher	Narrative	9781531126025	16	EG: Style and Voice
			Student/Teacher	Activity	9781531126025	42	EG: As You Write: Sentence Fluency
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only Teacher Only Teacher Only	(Drop-down select) (Drop-down select) (Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	(v) revise drafts for word choice variety	Student/Teacher	Narrative	9781531126025	16	EG: Word choice checklist
			Student/Teacher	Activity	9781531126025	345	EG: As You Revise: Word Choice
			Student/Teacher	Narrative	9781531126025	42	EG: Empty Expressions
			Student/Teacher	Activity	9781531126025	145	EG: As You Revise: Word Choice
			Student/Teacher	Activity	9781531126025	255	EG: As You Revise: Word Choice
			Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	Narrative Activity (Drop-down select) (Drop-down select) (Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	(vi) revise drafts for sentence variety	Student/Teacher	Narrative	9781531126025	37	EG: Sentence Combining
			Student/Teacher	Activity	9781531127121	100	ConnSB: Add Style
			Student/Teacher	Narrative	9781531126025	39	EG: Creating Sentence Variety
			Student/Teacher	Activity	9781531127121	301	ConnSB: rubric
			Student/Teacher Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down select) Narrative Activity (Drop-down select) (Drop-down select) (Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(i) edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement	Student/Teacher	Narrative	9781531126025	333	EG: 24 a Agreement of Subjects and Verbs (Blue A_Head)
			Student/Teacher	Activity	9781531129064	206	Skbk: 206_Making Interrupted Subjects and Verbs Agree_all_items
			Student/Teacher	Narrative	9781531126025	255	EG: As You Revise: Word Choice(As_You head)
			Student/Teacher	Activity	9781531129064	196	Skbk: 196_Making Subjects and Verbs Agree in Simple and Complex Sentences_all_items

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(ii) edit drafts using standard English conventions, including complete complex sentences with avoidance of splices	Student/Teacher	Narrative	9781531126025	300	EG: splice (bold term in text)
			Student/Teacher	Activity	9781531129064	131	Skbk: 131_Correcting Run-on Sentences and Splices_all_items
			Student/Teacher	Narrative	9781531126025	301	EG: As You Edit: Run-ons, Splices, and Complex Sentences(As You head)
			Student/Teacher	Activity	9781531129064	130	Skbk: 130_Correcting Run-on Sentences and Splices_all_items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(iii) edit drafts using standard English conventions, including complete complex sentences with avoidance of run-ons	Student/Teacher	Narrative	9781531126025	299	EG: As You Edit: Fragments and Complex Sentences(As You head)
			Student/Teacher	Activity	9781531129064	129	Skbk: 129_Identifying Run-on Sentences and Splices_all_items
			Student/Teacher	Narrative	9781531126025	300	EG: 21 B Run-on Sentences (Blue A Head)

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531129064	133	Skbk: 133_Mixed Practice: Run-on Sentences_all_items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(iv) edit drafts using standard English conventions, including complete complex sentences with avoidance of fragments	Student/Teacher	Narrative	9781531126025	297	EG: 21 a Sentence Fragments (Blue A_Head)
			Student/Teacher	Activity	9781531129064	126	Skbk: 126_Recognizing Sentence Fragments_all_items
			Student/Teacher	Narrative	9781531126025	45	EG: Sentence Fragments (Blue runin Head)
			Student/Teacher	Activity	9781531129064	127	Skbk: 127_Correcting Sentence Fragments_all_items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(iv) edit drafts using standard English conventions, including consistent, appropriate use of verb tenses	Student/Teacher	Narrative	9781531127121	35-36	ConnSB: Language: Consistent Verb Tenses
			Student/Teacher	Activity	9781531127121	36	ConnSB: p. 36 activity
			Student/Teacher	Narrative	9781531126025	59	EG: As You Edit Verb Tense(As You head)

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531129064	152	Skbk: 152_Writing Different Tenses_all_items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(vi) edit drafts using standard English conventions, including conjunctive adverbs	Student/Teacher	Narrative	9781531126025	261	EG: Conjunctive Adverbs (Blue runin Head)
			Student/Teacher	Activity	9781531126025	262	EG: As You Edit: Conjunctive Adverbs and Transitions(As You head)
			Student/Teacher	Narrative	9781531126025	399	EG: conjunctive adverb (bold term in text)
			Student/Teacher	Activity	9781531126025	399	EG: As You Edit: Semicolons, Commas, and Clauses(As You head)
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(vii) edit drafts using standard English conventions, including prepositions	Student/Teacher	Narrative	9781531126025	257	EG: 16 a Prepositions (Blue A_Head)
			Student/Teacher	Activity	9781531129064	75	Skbk: 75_Supplying Prepositions_all_items
			Student/Teacher	Narrative	9781531126025	263	EG: As You Write(As You head)

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531129064	77	Skbk: 77_Identifying Objects in Prepositional Phrases_all_items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(viii) edit drafts using standard English conventions, including prepositional phrases	Student/Teacher	Narrative	9781531126025	271	EG: 18 a Prepositional Phrases (Blue A_Head)
			Student/Teacher	Activity	9781531129064	95	Skbk: 95_Finding Prepositional Phrases_all_items
			Student/Teacher	Narrative	9781531126025	272	EG: As You Revise: Check for Clarity (As You head)
			Student/Teacher	Activity	9781531129064	99	Skbk: 99_Identifying Misplaced Adjective Phrases_all_items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(ix) edit drafts using standard English conventions, including [prepositional phrases] influence on subject-verb agreement	Student/Teacher	Narrative	9781531126025	337	EG: 24 B_3 Interrupting Words (Black B_head)
			Student/Teacher	Activity	9781531129064	206	Skbk: 206_Making Interrupted Subjects and Verbs Agree_all_items

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Narrative	9781531126025	338	EG: As You Edit: Prepositional Phrases and Subject-Verb Agreement
			Student/Teacher	Activity	9781531129064	205	Skbk: 205_Mixed Practice: Subject and Verb Agreement, all items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(x) edit drafts using standard English conventions, including pronouns, including relative	Student/Teacher	Narrative	9781531127121	69-70	ConnSB: Language: Intensive Pronouns
			Student/Teacher	Activity	9781531127121	70	ConnSB: Activity on pp. 70-71
			Student/Teacher	Narrative	9781531126025	237-238	EG: 13 B_7 Relative Pronouns (Black B. head)
			Student/Teacher	Activity	9781531129064	183	Skbk: 183_Using Who and Whom, all items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(xi) edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences	Student/Teacher	Narrative	9781531126025	290	EG: Subordinating Conjunctions (Blue runin Head)

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531129064	118	Skbk: 118_Writing Sentences Using Adverb Clauses.all_items
			Student/Teacher	Narrative	9781531126025	291	EG: As You Write: Adverb Clauses(As You head)
			Student/Teacher	Activity	9781531129064	125	Skbk: 125_Writing Different Types of Sentences.all_items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(xii) edit drafts using standard English conventions, including correlative conjunctions	Student/Teacher	Narrative	9781531126025	260	EG: 16 B_1 Coordinating Conjunctions (Black B_head)
			Student/Teacher	Activity	9781531129064	82	Skbk: 82_Finding Conjunctions and Interjections.all_items
			Student/Teacher	Narrative	9781531126025	261	EG: Correlative Conjunctions (table)
			Student/Teacher	Activity	9781531129064	87	Skbk: 87_Writing Sentences with Different Parts of Speech.all_items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(xiii) edit drafts using standard English conventions, including capitalization of proper nouns, including abbreviations	Student/Teacher	Narrative	9781531126025	362-368	EG: 26_B_1 Proper Nouns (Black B_head)
			Student/Teacher	Activity	9781531129064	249	Skbk: 249_Using Proper Nouns_all_items
			Student/Teacher	Narrative	9781531126025	365	EG: Names of Groups (table)
			Student/Teacher	Activity	9781531129064	256	Skbk: 256_Capitalizing Proper Nouns_all_items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(xiv) edit drafts using standard English conventions, including capitalization of proper nouns, including initials	Student/Teacher	Narrative	9781531126025	362-368	EG: 26_B_1 Proper Nouns (Black B_head)
			Student/Teacher	Activity	9781531129064	248	Skbk: 248_Correcting Errors in Capitalization_all_items
			Student/Teacher	Narrative	9781531126025	363	EG: Names of persons and animals (Blue runin Head)
			Student/Teacher	Activity	9781531129064	246	Skbk: 246_Capitalizing Geographical Names_all_items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(xv) edit drafts using standard English conventions, including capitalization of proper nouns, including acronyms	Student/Teacher	Narrative	9781531126025	233	EG: As You Edit: Initials, Organizations, Abbreviations, and Acronyms
			Student/Teacher	Activity	9781531129064	250	Skbk: 250_Capitalizing Proper Nouns_all_items
			Student/Teacher	Narrative	9781531126025	368	EG: Other proper nouns (Blue runin Head)
			Student/Teacher	Activity	9781531129064	256	Skbk: 256_Capitalizing Proper Nouns_all_items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(xvi) edit drafts using standard English conventions, including capitalization of proper nouns, including organizations	Student/Teacher	Narrative	9781531127121	257	ConnSB: Language: Capitalization of Proper Nouns
			Student/Teacher	Activity	9781531127121	257	ConnSB: Language: Capitalization of Proper Nouns
			Student/Teacher	Narrative	9781531126025	365	EG: Names of groups and businesses (Blue runin Head)
			Student/Teacher	Activity	9781531129064	260	Skbk: 260_Mixed Practice: Capitalization_all_items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(xvi) edit drafts using standard English conventions, including capitalization of proper nouns, including organizations	Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
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			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts-writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(xvii) edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences	Student/Teacher	Narrative	9781531126025	288	EG: As You Edit: Restrictive and Nonrestrictive Adjective Clauses(As You head)
			Student/Teacher	Activity	9781531129064	118	Skbk: 118_Writing Sentences Using Adverb Clauses_all_items
			Student/Teacher	Narrative	9781531126025	381	EG: 27 C Commas That Enclose (Blue A Head)
			Student/Teacher	Activity	9781531129064	282	Skbk: 282_Mixed Practice: End Marks and Commas_all_items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(xviii) edit drafts using standard English conventions, including punctuation marks, including commas in transitions	Student/Teacher	Narrative	9781531126025	261	EG: Conjunctive Adverbs (Blue run in Head)
			Student/Teacher	Activity	9781531129064	118	Skbk: 118_Writing Sentences Using Adverb Clauses_all_items
			Student/Teacher	Narrative	9781531126025	262	EG: As You Edit: Conjunctive Adverbs and Transitions(As You head)
			Student/Teacher	Activity	9781531129064	291	Skbk: 291_Mixed Practice: Adding Commas_all_items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(xix) edit drafts using standard English conventions, including punctuation marks, including commas in introductory elements	Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(xix) edit drafts using standard English conventions, including punctuation marks, including commas in introductory elements	Student/Teacher	Narrative	9781531126025	379	EG: 27 B_4 Introductory Elements (Black B_head)
			Student/Teacher	Activity	9781531127121	149-150	ConnSB: Language: Comma with an Introductory Phrase
			Student/Teacher	Narrative	9781531126025	274	EG: As You Edit: Introductory Elements and Commas(As You head)
			Student/Teacher	Activity	9781531129064	103	Skbk: 103_Correcting Errors in Punctuation with Adverb Phrases_all_items

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; (ii) consistent, appropriate use of verb tenses; (iii) conjunctive adverbs; (iv) prepositions and prepositional phrases and their influence on subject-verb agreement; (v) pronouns, including relative; (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too	(xx) edit drafts using standard English conventions, including correct spelling, including commonly confused terms	Student/Teacher	Narrative	9781531126025	355	EG: its, it's (Glossary Entry)
			Student/Teacher	Activity	9781531129064	242	Skbk: 242_Mixed Practice: Usage all items
			Student/Teacher	Narrative	9781531126025	326	EG: Possessive Pronouns and Contractions (table)
			Student/Teacher	Activity	9781531129064	179	Skbk: 179_Correcting for Errors with Possessive Pronouns all items
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	(E) publish written work for appropriate audiences	(i) publish written work for appropriate audiences	Student/Teacher	Narrative	9781531126025	21	EG: List of publishing options
			Student/Teacher	Activity	9781531127121	325	ConnSB: Final Essay
			Student/Teacher	Narrative	9781531126025	89	EG: Instruction to publish essay
			Student/Teacher	Activity	9781531127121	412	ConnSB: Final Essay
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	(i) compose literary texts using genre characteristics	Student/Teacher	Narrative	9781531126025	119	EG: Genres of Literature (Black B_head)
			Student/Teacher	Activity	9781531127121	38	ConnSB: First paragraph and bullet points
			Student/Teacher	Narrative	9781531126025	133	EG: Short Story Structure (Black B_head)
			Student/Teacher	Activity	9781531127121	400	ConnSB: Bullet points
			Student/Teacher	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	(ii) compose literary texts using craft	Student/Teacher	Narrative	9781531126025	120	EG: Descriptive Language (Black B_head)
			Student/Teacher	Activity	9781531127121	324	ConnSB: Students produce biopoem
			Student/Teacher	Narrative	9781531126025	28	EG: Replace Vague with Concrete Details (Blue runin Head)
			Student/Teacher	Activity	9781531127121	400	ConnSB: Students produce fable
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement, genre characteristics, and craft	(i) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement	Student/Teacher	Narrative	9781531126025	83	EG: Drafting the Introduction and Thesis Statement
			Student/Teacher	Activity	9781531127121	97	ConnSB: Students write their thesis statement.
			Student/Teacher	Narrative	9781531126025	76	EG: Questions to Ask to Limit a Subject (Black B_head)
			Student/Teacher	Activity	9781531127121	399	ConnSB: Second bullet point on page
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement, genre characteristics, and craft	(ii) compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics	Student/Teacher	Narrative	9781531126025	73	EG: The Structure of Informational Writing (Blue A_head)
			Student/Teacher	Activity	9781531127121	56	ConnSB: Argument Analysis
			Student/Teacher	Narrative	9781531126025	77	EG: Focusing Your Subject (Black B_head)
			Student/Teacher	Activity	9781531127121	363	ConnSB: Students write their informational text
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement, genre characteristics, and craft	(iii) compose informational texts, including multi-paragraph essays that convey information about a topic, using craft	Student/Teacher	Narrative	9781531126025	28	EG: Replace Vague with Concrete Details (Blue runin Head)

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531127121	98	ConnSB: Students compose draft of informational essay.
			Student/Teacher	Narrative	9781531126025	83	EG: Writing a First Draft (Blue A. Head)
			Student/Teacher	Activity	9781531127121	363	ConnSB: Students write their informational text.
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(C) compose multi-paragraph argumentative texts using genre characteristics and craft	(i) compose multi-paragraph argumentative texts using genre characteristics	Student/Teacher	Narrative	9781531126025	95	EG: Claims and Counterclaims
			Student/Teacher	Activity	9781531127121	417	ConnSB: Performance Task Writing Prompt
			Student/Teacher	Narrative	9781531126025	97	EG: Rhetoric of Persuasion
			Student/Teacher	Activity	9781531127121	410	ConnSB: Students compose their argumentative text.
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(C) compose multi-paragraph argumentative texts using genre characteristics and craft	(ii) compose multi-paragraph argumentative texts using craft	Student/Teacher	Narrative	9781531126025	102	EG: Planning, Focusing, and Organizing
			Student/Teacher	Activity	9781531127121	56	ConnSB: Students compose their argumentative text.
			Student/Teacher	Narrative	9781531126025	25	EG: First section on page
			Student/Teacher	Activity	9781531127121	410	ConnSB: Students compose their argumentative text.
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:	(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure	(i) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure	Student/Teacher	Narrative	9781531126025	168	EG: Parts of an Informal, or Friendly, Letter (table)
			Student/Teacher	Activity	9781531126025	173	EG: Try It Out: Write a Letter of Complaint
			Student/Teacher	Narrative	9781531126025	174	EG: Letters of Request (Blue runin Head)
			Student/Teacher	Activity	9781531126025	169	EG: Try It Out: Write a Friendly Letter
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate student-selected and teacher-guided questions for formal and informal inquiry	(i) generate student-selected questions for formal inquiry	Student/Teacher	Narrative	9781531126025	185	EG: Process of Inquiry
			Student/Teacher	Activity	9781531127121	151	ConnSB: Interview Questions
			Student/Teacher	Narrative	9781531126025	187	EG: Developing Inquiry Questions
			Student/Teacher	Activity	9781531127121	179	ConnSB: Students expected to write types of questions described in activity.
			Student/Teacher	Activity	9781531127121	404	ConnSB: Question column in chart
			Teacher Only	Narrative			
			Teacher Only	Activity			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate student-selected and teacher-guided questions for formal and informal inquiry	(ii) generate student-selected questions for informal inquiry	Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Student/Teacher	Narrative	9781531126025	185	EG: Process of Inquiry
			Student/Teacher	Activity	9781531127121	404	ConnSB: Question column in chart
			Student/Teacher	Narrative	9781531126025	187	EG: Developing Inquiry Questions
			Student/Teacher	Activity	9781531127121	179	ConnSB: Students expected to write types of questions described in activity.
			Student/Teacher	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate student-selected and teacher-guided questions for formal and informal inquiry	(iii) generate teacher-guided questions for formal inquiry	Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Student/Teacher	Narrative	9781531126025	185	EG: The Process of Inquiry (Blue A_Head)
			Student/Teacher	Activity	9781531127121	107	ConnSB: Writing Prompt question
			Student/Teacher	Narrative	9781531126025	187	EG: Developing Inquiry Questions (Black B_head)
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate student-selected and teacher-guided questions for formal and informal inquiry	(iv) generate teacher-guided questions for informal inquiry	Student/Teacher	Activity	9781531127121	305	ConnSB: Writing Prompt question
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(A) generate student-selected and teacher-guided questions for formal and informal inquiry	(iv) generate teacher-guided questions for informal inquiry	Student/Teacher	Narrative	9781531126025	185	EG: The Process of Inquiry (Blue A_Head)
			Student/Teacher	Activity	9781531127121	107	ConnSB: Writing Prompt question
			Student/Teacher	Narrative	9781531126025	187	EG: Developing Inquiry Questions (Black B_head)

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531127121	305	ConnSB: Writing Prompt question
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(B) develop and revise a plan	(i) develop a plan	Student/Teacher	Narrative	9781531126025	6	EG: Planning: Finding a Subject
			Student/Teacher	Activity	9781531127121	258	ConnSB: Poster of Protest
			Student/Teacher	Narrative	9781531126025	187	EG: Develop a Plan for Research
			Student/Teacher	Activity	9781531127121	107	ConnSB: Writing Prompt graphic organizer
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(B) develop and revise a plan	(ii) revise a plan	Student/Teacher	Narrative	9781531126025	187	EG: Develop a Plan for Research
			Student/Teacher	Activity	9781531127121	258	ConnSB: Poster of Protest
			Student/Teacher	Narrative	9781531126025	185	EG: Inquiry process organizer
			Student/Teacher	Activity	9781531127121	20	ConnSB: Comic Strip
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions	(i) refine the major research question, if necessary, guided by the answers to a secondary set of questions	Student/Teacher	Narrative	9781531126025	187	EG: Developing Inquiry Questions
			Student/Teacher	Activity	9781531127121	404-405	ConnSB: Table
			Student/Teacher	Narrative	9781531126025	193	EG: Third paragraph
			Student/Teacher	Activity	9781531127121	405	ConnSB: Last sentence of paragraph
			Student/Teacher	Activity	9781531127121	107	ConnSB: Writing Prompt
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(D) identify and gather relevant information from a variety of sources	(i) identify relevant information from a variety of sources	Student/Teacher	Narrative	9781531126025	187	EG: FindingSources
			Student/Teacher	Activity	9781531127121	290-291	ConnSB: Timeline
			Student/Teacher	Narrative	9781531126025	106	EG: Checklists for Print and Online Sources
			Student/Teacher	Activity	9781531127121	347-348	ConnSB: Students identify the information.
			Student/Teacher	(Drop-down select)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(D) identify and gather relevant information from a variety of sources	(ii) gather relevant information from a variety of sources	Student/Teacher	Narrative	9781531126025	106	EG: Checklists for Print and Online Sources
			Student/Teacher	Activity	9781531127121	290-291	ConnSB: Timeline
			Student/Teacher	Narrative	9781531127121	407	ConnSB: Taking Notes
			Student/Teacher	Activity	9781531127121	411	ConnSB: Final Peer Review and table the follows
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(E) differentiate between primary and secondary sources	(i) differentiate between primary and secondary sources	Student/Teacher	Narrative	9781531127121	266	ConnSB: First two paragraphs.
			Student/Teacher	Activity	9781531127121	266	ConnSB: Writing activities
			Student/Teacher	Narrative	9781531126025	187	EG: Finding Sources (Black B head)
			Student/Teacher	Activity	9781531127121	272-274	ConnSB: Focus on Comparing and Contrasting Presentations#of Events
			Student/Teacher	Narrative	9781531126025	194	EG: Types of Sources
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(F) synthesize information from a variety of sources	(i) synthesize information from a variety of sources	Student/Teacher	Narrative	9781531126025	11	EG: Classifying Details (Blue runin Head)
			Student/Teacher	Activity	9781531127121	290-291	ConnSB: Timeline
			Student/Teacher	Narrative	9781531126025	157	EG: Synthesizing Personal and Literary Responses (Blue runin Head)
			Student/Teacher	Activity	9781531127121	347-348	ConnSB: Brochure
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(G) differentiate between paraphrasing and plagiarism when using source materials	(i) differentiate between paraphrasing and plagiarism when using source materials	Student/Teacher	Narrative	9781531126025	192	EG: Paraphrase, Don't Plagiarize
			Student/Teacher	Activity	9781531127121	56	ConnSB: Activity re: paraphrasing v. plagiarising
			Student/Teacher	Narrative	9781531127121	407	ConnSB: Second full paragraph.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531127121	407	ConnSB: Students expected to follow best practices when taking notes.
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(H) examine sources for: (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype	(i) examine sources for reliability	Student/Teacher	Narrative	9781531126025	106	EG: Checklists
			Student/Teacher	Activity	9781531127121	290-291	ConnSB: Students evaluate sources for reliability.
			Student/Teacher	Narrative	9781531126025	188	EG: Evaluating Sources (Black B head)
			Student/Teacher	Activity	9781531127121	290-291	ConnSB: Timeline
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(H) examine sources for: (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype	(ii) examine sources for credibility	Student/Teacher	Narrative	9781531126025	106	EG: Checklist
			Student/Teacher	Activity	9781531127121	376	ConnSB: Speak and Listen
			Student/Teacher	Narrative	9781531126025	188	EG: Evaluating Sources (Black B head)
			Student/Teacher	Activity	9781531127121	403	ConnSB: Writing Prompt
			Student/Teacher	Activity	9781531127121	411	ConnSB: 6th bullet point
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(H) examine sources for: (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype	(iii) examine sources for bias	Student/Teacher	Narrative	9781531127121	272-273	ConnSB: Paragraphs re: Author's bias.
			Student/Teacher	Activity	9781531127121	273	ConnSB: Chart
			Student/Teacher	Narrative	9781531126025	106	EG: Checklists
			Student/Teacher	Activity	9781531127121	376	ConnSB: Students discuss whether the experts in an article are showing bias.
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(H) examine sources for: (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype	(iv) examine sources for faulty reasoning	Student/Teacher	Narrative	9781531126025	190	EG: Faulty Reasoning and Logical Fallacies (Black D Head)

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
			Student/Teacher	Activity	9781531127121	297	ConnSB: Chart with logical appeals
			Student/Teacher	Narrative	9781531126025	191	EG: Rhetorical Device or Faulty Reasoning? (Black D Head)
			Student/Teacher	Activity	9781531127121	298	ConnSB: Chart with rhetorical appeals and paragraph afterward
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(I) display academic citations and use source materials ethically	(i) display academic citations	Student/Teacher	Narrative	9781531126025	209	EG: Citing Sources
			Student/Teacher	Activity	9781531127121	88	ConnSB: Students produce Works Cited list.
			Student/Teacher	Narrative	9781531127121	347-348	ConnSB: Instruction re: making a Works Cited list.
			Student/Teacher	Activity	9781531127121	88	ConnSB: Citing Sources
			Student/Teacher	(Drop-down select)			
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(I) display academic citations and use source materials ethically	(ii) use source materials ethically	Student/Teacher	Narrative	9781531126025	107	EG: Taking Notes head
			Student/Teacher	Activity	9781531127121	57	ConnSB: Students follow instructions in p. 57, last para. before chart.
			Student/Teacher	Narrative	9781531127121	407	ConnSB: All text of this section.
			Student/Teacher	Activity	9781531127121	56	ConnSB: Exercises quoting sources
			Student/Teacher	Activity	9781531127121	56	ConnSB: Paragraph before rubric and rubric
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:	(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	(i) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	Student/Teacher	Narrative	9781531126025	215	EG: Publishing Options for Inquiry Projects (Black D Head)
			Student/Teacher	Activity	9781531127121	240-241	ConnSB: Podcast
			Student/Teacher	Narrative	9781531127121	381	ConnSB: Bringing Awareness Project
			Student/Teacher	Activity	9781531127121	381	ConnSB: Bringing Awareness Project
			Student/Teacher	Narrative	9781531126025	21	EG: Publishing Options for Inquiry Projects (Black D Head)
			Teacher Only	Narrative			
			Teacher Only	Activity			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			
			Teacher Only	(Drop-down select)			

Proclamation 2019 Correlations to the English Language Proficiency Standards (ELPS): Student Material						
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading					
Subchapter	Subchapter B. Middle School					
Course	110.22. English Language Arts and Reading, Grade 6					
Publisher	Perfection Learning Corporation					
Program Title	Connections, Grade 6					
Program ISBN	9781531125806					
(a) Introduction.						
(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.						
(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.						
(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.						
(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.						
(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.						
(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.						
(b) School district responsibilities.						
This section is not applicable to this document, but can be found at http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4 .						
(c) Cross-curricular second language acquisition essential knowledge and skills						
Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(A) use prior knowledge and experiences to understand meanings in English	(i) use prior knowledge to understand meanings in English	T: K–12 S: 6–12	9781531127169	xv	TWE: Student Handout: Annotating a Text
				9781531127169	49	ELL Resource: ELL Resource, Student Handout: Frayer Model
				9781531127121	207	Conn_gr6: Essential Question: What power do words have?
				9781531127121	208	Conn_gr6: Analyzing Sensory Language and Structure in Poetry
(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:	(A) use prior knowledge and experiences to understand meanings in English	(ii) use prior experiences to understand meanings in English	T: K–12 S: 6–12	9781531127169	xv	TWE: Student Handout: Annotating a Text (twe)
				9781531127169	49	ELL Resource: Student Handout: Frayer Model
				9781531127121	207	Conn_gr6: Essential Question: What power do words have?
				9781531127121	208	Conn_gr6: Analyzing Sensory Language and Structure in Poetry

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(i) monitor oral language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
(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:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(ii) monitor written language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
(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:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(i) use strategic learning techniques to acquire basic and grade-level vocabulary	T: K–12 S: 6–12	9781531127121	17	Conn_gr6: Focus on Analyzing Dialogue
				9781531127121	373	Conn_gr6: Focus on Defining Key Terms
				9781531127169	429	TWE: Summative Assessment
				9781531127169	439	TWE: Summative Assessment
(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:	(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)	(i) speak using learning strategies	T: K–12 S: 6–12	9781531127121	244	Conn_gr6: Analyzing Points of View in a Memoir
				9781531127121	352	Conn_gr6: Comparing and Contrasting Texts
				9781531127121	67	Conn_gr6: Speak and Listen
				9781531127121	74	Conn_gr6: Understanding the Theme of a Play

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(i) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA
(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:	(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	(ii) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA
(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:	(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	(iii) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA
(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:	(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	(iv) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA
(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:	(F) use accessible language and learn new and essential language in the process	(i) use accessible language and learn new and essential language in the process	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(i) demonstrate an increasing ability to distinguish between formal and informal English	NA	NA	NA	NA
(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:	(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	(ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA	NA	NA	NA
(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:	(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	(i) develop and expand repertoire of learning strategies	NA	NA	NA	NA
(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:	(A) distinguish sounds and intonation patterns of English with increasing ease	(i) distinguish sounds of English with increasing ease	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(A) distinguish sounds and intonation patterns of English with increasing ease	(ii) distinguish intonation patterns of English with increasing ease	NA	NA	NA	NA
(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:	(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	(i) recognize elements of the English sound system in newly acquired vocabulary	NA	NA	NA	NA
(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:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(i) learn new language structures heard during classroom instruction and interactions	NA	NA	NA	NA
(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:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(ii) learn new expressions heard during classroom instruction and interactions	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(iii) learn basic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	49	ELL Resource: Student Handout: Frayer Model
				9781531127121	14	Conn_gr6: First Response: Key Ideas and Details
				9781531127121	16	Conn_gr6: Speak and Listen
(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:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(iv) learn academic vocabulary heard during classroom instruction and interactions	T: K-12 S: 6-12	9781531127169	25	ELL Resource: Student Handout: Sentence Frames for Connections
				9781531127169	49	ELL Resource: Student Handout: Frayer Model
				9781531127169	51	ELL Resource: Student Handout: Main Idea and Supporting Details
				9781531127169	54	ELL Resource: Student Handout: Graphic Organizers: Taking Notes
(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:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(i) monitor understanding of spoken language during classroom instruction and interactions	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(ii) seek clarification [of spoken language] as needed	T: K–12 S: 6–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	25	ELL Resource: Student Handout: Sentence Frames for Connections
				9781531127169	49	ELL Resource: Student Handout: Frayer Model
				9781531127169	51	ELL Resource: Student Handout: Main Idea and Supporting Details
(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:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(i) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA
(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:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(ii) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(iii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	T: K–12 S: 6–12	9781531127121	82	Conn_gr6: Speak and Listen: Focus on Understanding Theme
				9781531127121	116	Conn_gr6: Speak and Listen: Focus on Determining the Central Idea
				9781531127121	35	Conn_gr6: Speak and Listen: Identifying How Word Choice Reveals Point of View
				9781531127121	33	Conn_gr6: Speak and Listen: Analyzing Theme
(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:	(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	(i) listen to and derive meaning from a variety of media to build and reinforce concept attainment	NA	NA	NA	NA
(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:	(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	(ii) listen to and derive meaning from a variety of media to build and reinforce language attainment	NA	NA	NA	NA

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(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:	(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	(i) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA
(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:	(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	(ii) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA	NA	NA	NA
(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:	(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	(iii) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA	NA
(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:	(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	(iv) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(v) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA	NA	NA	NA
(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:	(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	(vi) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA	NA
(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:	(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	(vii) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA
(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:	(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	(viii) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA	NA	NA	NA

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(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:	(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	(ix) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA	NA
(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:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(i) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations	NA	NA	NA	NA
(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:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(ii) understand information in increasingly complex spoken language commensurate with grade-level learning expectations	NA	NA	NA	NA
(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:	(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	(i) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs	NA	NA	NA	NA

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(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:	(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	(ii) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs	NA	NA	NA	NA
(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:	(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	(iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	T: K–12 S: 6–12	9781531127121	147	Conn_gr6: Speak and Listen: Determining an Author's Point of View
				9781531127121	162	Conn_gr6: Speak and Listen: Determining a Speaker's Purpose
				9781531127121	180	Conn_gr6: Speak and Listen: Determining the Theme
				9781531127121	212	Conn_gr6: Speak and Listen: Focus on Determining Theme
(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:	(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	(iv) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	NA	NA	NA	NA

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(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:	(l) 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	(v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	T: K–12 S: 6–12	9781531127121	66	Conn_gr6: Second Read
				9781531127121	96	Conn_gr6: Generate Ideas
				9781531127121	99	Conn_gr6: Steps for Peer Review
				9781531127121	112	Conn_gr6: My Thoughts
(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. The student is expected to:	(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	(i) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible	NA	NA	NA	NA
(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. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(i) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects	NA	NA	NA	NA

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(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. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	T: K–12 S: 6–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127121	325	Conn. gr6: First paragraph
				9781531127121	348	Conn. gr6: First full paragraph
				9781531127121	386	Conn. gr6: Preview Concepts
(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. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(iii) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	T: K–12 S: 6–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127121	298	Conn. gr6: Imagery Metaphors
				9781531127169	30	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 4
				9781531127169	28	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 3
(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. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(i) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA
(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. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA
(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. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(iv) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	T: K–12 S: 6–12	9781531127121	289	Conn_gr6: Speak and Listen
				9781531127121	301	Conn_gr6: Final Peer Review
				9781531127121	325	Conn_gr6: Change the Point of View
				9781531127121	16	Conn_gr6: Speak and Listen

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(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. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(i) speak using grade-level content area vocabulary in context to internalize new English words	T: K–12 S: 6–12	9781531127121	33	Conn_gr6: Speak and Listen
				9781531127121	84	Conn_gr6: Speak and Listen
				9781531127121	131	Conn_gr6: Language: Dialect
(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. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(ii) speak using grade-level content area vocabulary in context to build academic language proficiency	T: K–12 S: 6–12	9781531127121	300	Conn_gr6: Peer Review
				9781531127121	17	Conn_gr6: Focus on Analyzing Dialogue
				9781531127121	131	Conn_gr6: Speak and Listen
				9781531127121	214	Conn_gr6: Speak and Listen: Sensory Language
(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. The student is expected to:	(E) share information in cooperative learning interactions	(i) share information in cooperative learning interactions	T: K–12 S: 6–12	9781531127121	229	Conn_gr6: Speak and Listen:
				9781531127121	232	Conn_gr6: Speak and Listen
				9781531127121	308	Conn_gr6: Analyzing Characters and Point of View paragraph 3
				9781531127121	316	Conn_gr6: Speak and Listen

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(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. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(i) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K–12 S: 6–12	9781531127169	14	ELL Resource: ELL Resource, Student Handout: General Expressions in the Classroom
				9781531127169	25	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 1
				9781531127121	179	Conn., gr6: Second Read Text-Based Discussion
				9781531127121	285	Conn., gr6: Speak and Listen
(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. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(ii) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K–12 S: 6–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127121	285	Conn., gr6: Speak and Listen
				9781531127121	116	Conn., gr6: Speak and Listen
				9781531127169	26	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 2
(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. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(i) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(ii) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	NA	NA	NA	NA
(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. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(iii) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	NA	NA	NA	NA
(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. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(i) narrate with increasing specificity and detail as more English is acquired	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(ii) describe with increasing specificity and detail as more English is acquired	NA	NA	NA	NA
(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. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(iii) explain with increasing specificity and detail as more English is acquired	T: K–12 S: 6–12	9781531127121	16	Conn_gr6: Speak and Listen: Focus on Analyzing Characters
				9781531127121	35	Conn_gr6: Speak and Listen: Focus on Identifying How Word Choice Reveals Point of View
				9781531127121	50	Conn_gr6: Speak and Listen: Focus on Understanding Word Meanings
				9781531127121	69	Conn_gr6: Speak and Listen: comparing Ideas Presented in Multiple texts
(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. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(i) adapt spoken language appropriately for formal purposes	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(ii) adapt spoken language appropriately for informal purposes	NA	NA	NA	NA
(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. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(i) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment	NA	NA	NA	NA
(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. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(ii) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(i) learn relationships between sounds and letters of the English language	NA	NA	NA	NA
(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:	(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	(ii) decode (sound out) words using a combination of skills	NA	NA	NA	NA
(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:	(B) recognize directionality of English reading such as left to right and top to bottom	(i) recognize directionality of English reading	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(i) develop basic sight vocabulary used routinely in written classroom materials	T: K–12 S: 6–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	16	ELL Resource: Student Handout: Teaching Close Reading Advertisement Activity
				9781531127169	17	ELL Resource: Student Handout: Teaching Close Reading Advertisement Activity
				9781531127169	61-67	ELL Resource: Student Handout:Text structures handouts
(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:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(ii) derive meaning of environmental print	T: K–12 S: 6–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	16	ELL Resource: Student Handouts: Teaching Close Reading Advertisement Activity
				9781531127169	17	ELL Resource: Student Handouts: Teaching Close Reading Advertisement Activity
				9781531127169	61-67	ELL Resource: Student Handout:Text structures handouts
(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:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(iii) comprehend English vocabulary used routinely in written classroom materials	T: K–12 S: 6–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	16	ELL Resource: Student Handout: Teaching Close Reading Advertisement Activity

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
				9781531127169	17	ELL Resource: Student Handout: Teaching Close Reading Advertisement Activity
				9781531127169	61-67	ELL Resource: Student Handout:Text structures handouts
(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:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(iv) comprehend English language structures used routinely in written classroom materials	T: K–12 S: 6–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	16	ELL Resource: Student Handout: Teaching Close Reading Advertisement Activity
				9781531127169	17	ELL Resource: Student Handout: Teaching Close Reading Advertisement Activity
(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:	(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	(i) use prereading supports to enhance comprehension of written text	T: K–12 S: 6–12	9781531127169	61-67	ELL Resource: Student Handout:Text structures handouts
				9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	16	ELL Resource: Student Handout: Teaching Close Reading Advertisement Activity
				9781531127169	17	ELL Resource: Student Handout: Teaching Close Reading Advertisement Activity
(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:	(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	(i) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(i) use visual and contextual support to read grade-appropriate content area text	T: K–12 S: 6–12	9781531127169	16-17	ELL Resource: Student Handout: Close Reading Handouts
				9781531127169	51	ELL Resource: Student Handout: Main Idea and Supporting Details handout
				9781531127169	52	ELL Resource: Student Handout: Story Map
				9781531127169	60	ELL Resource: Student Handout: Claims, Reasons, and Evidence
(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:	(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	(ii) use visual and contextual support to enhance and confirm understanding	T: K–12 S: 6–12	9781531127169	16-17	ELL Resource: Student Handout: Close Reading Handouts
				9781531127169	51	ELL Resource: Student Handout: Main Idea and Supporting Details handout
				9781531127169	52	ELL Resource: Student Handout: Story Map
				9781531127169	60	ELL Resource: Student Handout: Claims, Reasons, and Evidence
(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:	(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	(iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	T: K–12 S: 6–12	9781531127169	49	ELL Resource: Student Handout: Frayer Model
				9781531127169	50	ELL Resource: Student Handout: Word Web
				9781531127121	413-414	Conn., gr.6: Practice Performance Task #1
				9781531127169	465	TWE: Reading Informational Text, #24

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(iv) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language	NA	NA	NA	NA
(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:	(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	(v) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	T: K–12 S: 6–12	9781531127121	10	Conn_gr6: First Read: Citing Textual Evidence to Make Inferences
				9781531127121	13	Conn_gr6: Focus on Citing Textual Evidence to Support Inferences
				9781531127121	316	Conn_gr6: Focus on Making Inferences About Characters
				9781531127121	43	Conn_gr6: Identifying an Argument
(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:	(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	(vi) use support from peers and teachers to read grade-appropriate content area text	T: K–12 S: 6–12	9781531127121	50	Conn_gr6: Second Read: Identifying Claims
				9781531127121	370	Conn_gr6: Making Connections
				9781531127121	67	Conn_gr6: Speak and Listen
				9781531127121	254	Conn_gr6: Third Read: Integrating Visuals and a Text

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(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:	(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	(vii) use support from peers and teachers to enhance and confirm understanding	T: K–12 S: 6–12	9781531127121	254	Conn_gr6: Third Read: Integrating Visuals and a Text
				9781531127121	255	Conn_gr6: Focus on Integrating Visuals and a Text
				9781531127121 9781531127121	256 347-348	Conn_gr6: Speak and Listen Conn_gr6: Brochure
(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:	(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	(viii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language	T: K–12 S: 6–12	9781531127121	389	Conn_gr6: First Read
				9781531127121	213	Conn_gr6: Second Read: Focus on Analyzing Sensory Language
				9781531127121 9781531127121	6 244	Conn_gr6: Third Read: Focus on Why or Why not? Conn_gr6: Preview Concepts
(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:	(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	(ix) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language	T: K–12 S: 6–12	9781531127121	34	Conn_gr6: Third Read: Identifying How Word Choice Reveals Point of View
				9781531127121	213	Conn_gr6: Second Read: Focus on Analyzing Sensory Language
				9781531127121 9781531127121	6 244	Conn_gr6: Third Read: Focus on Why or Why not? Conn_gr6: Preview Concepts

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(x) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	T: K–12 S: 6–12	9781531127121	389	Conn_gr6: First Read
				9781531127121	213	Conn_gr6: Second Read: Focus on Analyzing Sensory Language
				9781531127121	6	Conn_gr6: Third Read: Focus on Why or Why not?
				9781531127121	244	Conn_gr6: Preview Concepts
(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:	(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	(i) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs	NA	NA	NA	NA
(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:	(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	(ii) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	T: K–12 S: 6–12	9781531127121	25	Conn_gr6: First Read: Summarizing Plot
				9781531127121	31	Conn_gr6: First Response: Key Ideas and Details
				9781531127121	44	Conn_gr6: Making Connections
				9781531127121	45	Conn_gr6: Discussion Questions

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: K–12 S: 6–12	9781531127121	47	Conn_gr6: Why We Need Friends Now More Than Ever: My Thoughts
				9781531127121	50	Conn_gr6: Second Read: Identifying Claims
				9781531127121	67	Conn_gr6: Third Read: Comparing Ideas Presented in Multiple Texts
(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:	(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	(iv) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	T: K–12 S: 6–12	9781531127121	88	Conn_gr6: Project-Based Assessments: Friend or Foe of Humankind...
				9781531127169	54	ELL Resource: Student Handout: Taking Notes
				9781531127121	46	Conn_gr6: First Read: Understanding Word Meanings
(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:	(H) read silently with increasing ease and comprehension for longer periods	(i) read silently with increasing ease for longer periods	NA	9781531127121	112	Conn_gr6: First Read: Determining the Central Idea
				9781531127169	52	ELL Resource: Story Map Organizer
				NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(H) read silently with increasing ease and comprehension for longer periods	(ii) read silently with increasing comprehension for longer periods	NA	NA	NA	NA
(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:	(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	(i) demonstrate English comprehension by employing basic reading skills commensurate with content area needs	NA	NA	NA	NA
(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:	(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	(ii) expand reading skills commensurate with content area needs	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(i) demonstrate English comprehension and expand reading skills by employing inferential skills	NA	NA	NA	NA
(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:	(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	(i) demonstrate English comprehension and expand reading skills by employing analytical skills	NA	NA	NA	NA
(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:	(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English	(i) learn relationships between sounds and letters of the English language to represent sounds when writing in English	T: K–12 S: 6–12	9781531127121	348	Conn_gr6: Brochure
				9781531127169	71	ELL Resource: Student Handout: Proofreading Checklist
				9781531127121	20	Conn_gr6: Comic Strip
				9781531127121	108	Conn_gr6: Writing Conventions

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(i) write using newly acquired basic vocabulary	T: K–12 S: 6–12	9781531127121	70	Conn_gr6: Write: Intensive Pronouns
				9781531127121	80	Conn_gr6: First Response: Key Ideas and Details
				9781531127121	87	Conn_gr6: #2
(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:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(ii) write using content-based grade-level vocabulary	T: K–12 S: 6–12	9781531127121	94	Conn_gr6: The Writing Process: Brainstorming for Ideas
				9781531127121	96	Conn_gr6: Generate Ideas
				9781531127121	97	Conn_gr6: Organize Ideas
(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:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(i) spell familiar English words with increasing accuracy	T: K–12 S: 6–12	9781531127121	104	Conn_gr6: #4
				9781531127169	71	ELL Resource: Student Handout: Proofreading Checklist
				9781531127121	195	Conn_gr6: Self Review: Think small
(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:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(i) spell familiar English words with increasing accuracy	T: K–12 S: 6–12	9781531127121	206	Conn_gr6: Writing Conventions
				9781531127121	38	Conn_gr6: Memoir

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(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:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(ii) employ English spelling pattern with increasing accuracy as more English is acquired	T: K–12 S: 6–12	9781531127169	71	ELL Resource: Student Handout: Proofreading Checklist
				9781531127121	195	Conn_gr6: Self Review: Think small
				9781531127121	206	Conn_gr6: Writing Conventions
				9781531127121	38	Conn_gr6: Memoir
(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:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(iii) employ English spelling rules with increasing accuracy as more English is acquired	T: K–12 S: 6–12	9781531127169	71	ELL Resource: Student Handout: Proofreading Checklist
				9781531127121	195	Conn_gr6: Self Review: Think small
				9781531127121	206	Conn_gr6: Writing Conventions
				9781531127121	108	Conn_gr6: Your Assignment (continued)
(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:	(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	(i) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired	T: K–12 S: 6–12	9781531127121	378	Conn_gr6: Language: Varying Sentence Patterns
				9781531127121	237	Conn_gr6: Language: Using Pronouns in the Correct Case
				9781531127121	18	Conn_gr6: Language: Standard English
				9781531127121	131	Conn_gr6: Language: Dialect

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired	T: K–12 S: 6–12	9781531127121	361	Conn_gr6: Language: Pronouns
				9781531127121	195	Conn_gr6: Self Review
				9781531127121	206	Conn_gr6: Writing Conventions
				9781531127121	363	Conn_gr6: Compare/Contrast Essay
(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:	(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	(iii) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired	T: K–12 S: 6–12	9781531127121	35	Conn_gr6: Language: Consistent Verb Tenses
				9781531127121	36	Conn_gr6: first paragraph through "Correct" bullet point
				9781531127121	37	Conn_gr6: Project-Based Assessments: Milestone Map
				9781531127169	71	ELL Resource: Student Handout: Proofreading Checklist
(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:	(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	(i) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations	T: K–12 S: 6–12	9781531127121	378-379	Conn_gr6: Language: Varying Sentence Patterns
				9781531127121	398	Conn_gr6: Language: Commas Before Conjunctions
				9781531127121	215	Conn_gr6: Third Read: Analyzing Structure

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
				9781531127121	345	Conn_gr6: Write: #1-5
(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:	(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	(i) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired	T: K–12 S: 6–12	9781531127121	193	Conn_gr6: Add Style
				9781531127121	195	Conn_gr6: Self Review: Think small
				9781531127121	221	Conn_gr6: #4
				9781531127121	379	Conn_gr6: first bullet point
(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:	(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	(ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired	T: K–12 S: 6–12	9781531127121	378	Conn_gr6: Language: Varying Sentence Patterns
				9781531127121	132	Conn_gr6: Poetry Explication
				9781531127121	215	Conn_gr6: Focus on Analyzing Structure
(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:	(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	(iii) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	T: K–12 S: 6–12	9781531127169	68	ELL Resource: Student Handout: Narrative Writing Revision Checklist
				9781531127169	70	ELL Resource: Student Handout: Argument Writing Revision Checklist
				9781531127121	398	Conn_gr6: Language: Commas Before Conjunctions
				9781531127121	399	Conn_gr6: Literary Analysis

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(i) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired	T: K–12 S: 6–12	9781531127121	196	Conn_gr6: Final Essay
				9781531127121	405	Conn_gr6: Gather Information/Write a Claim
				9781531127169	25	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 1
				9781531127169	28	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 3
(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:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(ii) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired	T: K–12 S: 6–12	9781531127121	399	Conn_gr6: Literary Analysis
				9781531127169	437	TWE: #22
				9781531127169	25	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 1
				9781531127169	28	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 3

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	T: K-12 S: 6-12	9781531127121	399	Conn_gr6: Literary Analysis
				9781531127121	405	Conn_gr6: Gather Information/Write a Claim
				9781531127169	25	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 1
				9781531127121	410	Conn_gr6: First Draft

Proclamation 2019 Correlations to the English Language Proficiency Standards (ELPS): Teacher Material						
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading					
Subchapter	Subchapter B. Middle School					
Course	110.22. English Language Arts and Reading, Grade 6					
Publisher	Perfection Learning Corporation					
Program Title	Connections, Grade 6					
Program ISBN	9781531125806					
(a) Introduction.						
(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.						
(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.						
(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.						
(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.						
(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.						
(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.						
(b) School district responsibilities.						
This section is not applicable to this document, but can be found at http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.htm#74.4 .						
(c) Cross-curricular second language acquisition essential knowledge and skills						
Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(A) use prior knowledge and experiences to understand meanings in English	(i) use prior knowledge to understand meanings in English	T: K–12 S: 6–12	9781531127169	xv	TWE: Student Handout: Annotating a Text (twe)
				9781531127169	24	ELL Resource: Preview Unit 1 Essential Question
				9781531127169	49	ELL Resource: Student Handout: Frayer Model
				9781531127169	207	TWE_gr6: Essential Question: What power do words have?
(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:	(A) use prior knowledge and experiences to understand meanings in English	(ii) use prior experiences to understand meanings in English	T: K–12 S: 6–12	9781531127169	xv	TWE: Student Handout: Annotating a Text (twe)
				9781531127169	49	ELL Resource: Student Handout: Frayer Model
				9781531127169	207	TWE_gr6: Essential Question: What power do words have?
				9781531127169	208	TWE_gr6: Analyzing Sensory Language and Structure in Poetry

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(i) monitor oral language production and employ self-corrective techniques or other resources	T: K–12	9781531127169	251	TWE_gr6: Write: 6.6.D
				9781531127169	300	TWE_gr6: Lesson Support: Second Peer Review
				9781531127169	259	TWE_gr6: ELL Support: Project-Based Assessments-Roundtable
				9781531127169	365	TWE_gr6: Remediation: Project-Based Assessments
(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:	(B) monitor oral and written language production and employ self-corrective techniques or other resources	(ii) monitor written language production and employ self-corrective techniques or other resources	NA	NA	NA	NA
(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:	(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	(i) use strategic learning techniques to acquire basic and grade-level vocabulary	T: K–12 S: 6–12	9781531127169	41	ELL Resource: Preview Unit 2 Essential Question
				9781531127169	17	TWE_gr6: Remediation: Focus on Analyzing Dialogue
				9781531127169	124	TWE_gr6: Lesson Support: Vocabulary
				9781531127169	137	TWE_gr6: Chapter 8 ELL Support: Preview Concepts
(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:	(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)	(i) speak using learning strategies	T: K–12 S: 6–12	9781531127169	188	TWE_gr6: ELL Support: Brainstorming
				9781531127169	244	TWE_gr6: Analyzing Points of View in a Memoir
				9781531127169	286	TWE_gr6: Chapter 15: ELL Support: Second Read
				9781531127169	19	ELL Resource: Vocabulary Flashcards

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(i) internalize new basic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA
(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:	(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	(ii) internalize new basic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA
(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:	(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	(iii) internalize new academic language by using and reusing it in meaningful ways in speaking activities that build concept and language attainment	NA	NA	NA	NA
(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:	(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	(iv) internalize new academic language by using and reusing it in meaningful ways in writing activities that build concept and language attainment	NA	NA	NA	NA
(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:	(F) use accessible language and learn new and essential language in the process	(i) use accessible language and learn new and essential language in the process	T: K–12	9781531127169	3	TWE_gr6: Teaching Reading Strategies
				9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	19	ELL Resource: Support for Teaching ELLs in Connections: Vocabulary flashcards

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(i) demonstrate an increasing ability to distinguish between formal and informal English	NA	NA	NA	NA
(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:	(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	(ii) demonstrate an increasing knowledge of when to use [formal and informal English] commensurate with grade-level learning expectations	NA	NA	NA	NA
(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:	(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	(i) develop and expand repertoire of learning strategies	NA	NA	NA	NA
(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:	(A) distinguish sounds and intonation patterns of English with increasing ease	(i) distinguish sounds of English with increasing ease	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(A) distinguish sounds and intonation patterns of English with increasing ease	(i) distinguish intonation patterns of English with increasing ease	NA	NA	NA	NA
(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:	(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	(i) recognize elements of the English sound system in newly acquired vocabulary	NA	NA	NA	NA
(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:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(i) learn new language structures heard during classroom instruction and interactions	T: K–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	295	TWE_gr6: ELL Support: Brainstorm
				9781531127169	380	TWE_gr6: Instructions for a Roundtable Discussion
				9781531127169	378	TWE_gr6: ELL Support: Speak and Listen

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(ii) learn new expressions heard during classroom instruction and interactions	T: K–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	42	ELL Resource: Sentence Frames for Connections Grade 8
				9781531127169	120	TWE_gr6: Language: Anaphora
(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:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(iii) learn basic vocabulary heard during classroom instruction and interactions	T: K–12 S: 6–12	9781531127169	306	TWE_gr6: Writing Expressions
				9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	18-21	ELL Resource: Teaching Vocabulary
(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:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(iv) learn academic vocabulary heard during classroom instruction and interactions	T: K–12 S: 6–12	9781531127169	49	ELL Resource: Student Handout: Frayer Model
				9781531127169	16	TWE_gr6: Speak and Listen
				9781531127169	18-21	ELL Resource: Teaching Vocabulary
(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:	(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	(iv) learn academic vocabulary heard during classroom instruction and interactions	T: K–12 S: 6–12	9781531127169	25	ELL Resource: Student Handout: Sentence Frames for Connections
				9781531127169	49	ELL Resource: Student Handout: Frayer Model
				9781531127169	51	ELL Resource: Student Handout: Main Idea and Supporting Details

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(i) monitor understanding of spoken language during classroom instruction and interactions	T: K–12	9781531127169	10	ELL Resource: Corrective feedback
				9781531127169	23	ELL Resource: Informal Assessments
				9781531127169	70	TWE_gr6: ELL Support: Project-Based Assessments–Interview and Presentation
				9781531127169	259	TWE_gr6: ELL Support: Project-Based Assessments–Roundtable Discussion
(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:	(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	(ii) seek clarification [of spoken language] as needed	T: K–12 S: 6–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	25	ELL Resource: Student Handout: Sentence Frames for Connections
				9781531127169	49	ELL Resource: Student Handout: Frayer Model
				9781531127169	51	ELL Resource: Student Handout: Main Idea and Supporting Details
(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:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(i) use visual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(ii) use contextual support to enhance and confirm understanding of increasingly complex and elaborated spoken language	NA	NA	NA	NA
(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:	(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	(iii) use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	T: K–12 S: 6–12	9781531127169	82	TWE_gr6: Speak and Listen: Focus on Understanding Theme
				9781531127169	116	TWE_gr6: Speak and Listen: Focus on Determining the Central Idea
				9781531127169	35	TWE_gr6: Speak and Listen: Identifying How Word Choice Reveals Point of View
				9781531127169	33	TWE_gr6: Speak and Listen: Analyzing Theme
(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:	(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	(i) listen to and derive meaning from a variety of media to build and reinforce concept attainment	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(ii) listen to and derive meaning from a variety of media to build and reinforce language attainment	NA	NA	NA	NA
(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:	(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	(i) understand the general meaning of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA
(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:	(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	(ii) understand the general meaning of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA	NA	NA	NA
(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:	(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	(iii) understand the general meaning of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(iv) understand the main points of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA
(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:	(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	(v) understand the main points of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA	NA	NA	NA
(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:	(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	(vi) understand the main points of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA	NA
(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:	(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	(vii) understand the important details of spoken language ranging from situations in which topics are familiar to unfamiliar	NA	NA	NA	NA

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(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:	(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	(viii) understand the important details of spoken language ranging from situations in which language [is] are familiar to unfamiliar	NA	NA	NA	NA
(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:	(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	(ix) understand the important details of spoken language ranging from situations in which contexts are familiar to unfamiliar	NA	NA	NA	NA
(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:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(i) understand implicit ideas in increasingly complex spoken language commensurate with grade-level learning expectations	NA	NA	NA	NA
(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:	(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	(ii) understand information in increasingly complex spoken language commensurate with grade-level learning expectations	NA	NA	NA	NA

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(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:	(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	(i) demonstrate listening comprehension of increasingly complex spoken English by following directions commensurate with content and grade-level needs	NA	NA	NA	NA
(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:	(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	(ii) demonstrate listening comprehension of increasingly complex spoken English by retelling or summarizing spoken messages commensurate with content and grade-level needs	NA	NA	NA	NA
(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:	(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	(iii) demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs	T: K–12 S: 6–12	9781531127169	147	TWE_gr6: Speak and Listen: Determining an Author's Point of View
				9781531127169	162	TWE_gr6: Speak and Listen: Determining a Speaker's Purpose
				9781531127169	180	TWE_gr6: Speak and Listen: Determining the Theme
				9781531127169	212	TWE_gr6: Speak and Listen: Focus on Determining Theme

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(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:	(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	(iv) demonstrate listening comprehension of increasingly complex spoken English by collaborating with peers commensurate with content and grade-level needs	T: K–12	9781531127169	272	TWE_gr6: ELL Support: First and Second Peer Review
				9781531127169	300	TWE_gr6: ELL Support: First and Second Peer Review
				9781531127169	411	TWE_gr6: ELL Support: First and Second Peer Review
				9781531127169	57	TWE_gr6: Ridiculous Arguments
(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:	(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	(v) demonstrate listening comprehension of increasingly complex spoken English by taking notes commensurate with content and grade-level needs	T: K–12 S: 6–12	9781531127169	66	TWE_gr6: Second Read
				9781531127169	96	TWE_gr6: Generate Ideas
				9781531127169	99	TWE_gr6: Steps for Peer Review
				9781531127169	112	TWE_gr6: My Thoughts
(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. The student is expected to:	(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	(i) practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible	NA	NA	NA	NA

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(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. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(i) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects	NA	NA	NA	NA
(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. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(ii) expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures	T: K–12 S: 6–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	325	TWE_gr6: First paragraph
				9781531127169	348	TWE_gr6: First full paragraph
				9781531127169	366	TWE_gr6: Preview Concepts
(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. The student is expected to:	(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	(iii) expand and internalize initial English vocabulary by learning and using routine language needed for classroom communication	T: K–12 S: 6–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom

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(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. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(i) speak using a variety of grammatical structures with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA
(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. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(ii) speak using a variety of sentence lengths with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA
(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. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(iii) speak using a variety of sentence types with increasing accuracy and ease as more English is acquired	NA	NA	NA	NA

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(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. The student is expected to:	(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	(iv) speak using a variety of connecting words with increasing accuracy and ease as more English is acquired	T: K–12 S: 6–12	9781531127169	289	TWE_gr6: Speak and Listen
				9781531127169	301	TWE_gr6: Final Peer Review
				9781531127169	325	TWE_gr6: Change the Point of View
				9781531127169	379	TWE_gr6: First bullet point
(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. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(i) speak using grade-level content area vocabulary in context to internalize new English words	T: K–12 S: 6–12	9781531127169	287	TWE_gr6: ELL Support: Speak and Listen
				9781531127169	406	TWE_gr6: Not claims
				9781531127169	17	TWE_gr6: Focus on Analyzing Dialogue
				9781531127169	18	TWE_gr6: Language: Standard English
(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. The student is expected to:	(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	(ii) speak using grade-level content area vocabulary in context to build academic language proficiency	T: K–12 S: 6–12	9781531127169	300	TWE_gr6: Peer Review
				9781531127169	17	TWE_gr6: Focus on Analyzing Dialogue
				9781531127169	131	TWE_gr6: Speak and Listen
				9781531127169	214	TWE_gr6: Speak and Listen: Sensory Language

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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. The student is expected to:	(E) share information in cooperative learning interactions	(i) share information in cooperative learning interactions	T: K–12 S: 6–12	9781531127169	229	TWE_gr6: Speak and Listen:
				9781531127169	232	TWE_gr6: Speak and Listen
				9781531127169	308	TWE_gr6: Analyzing Characters and Point of View paragraph 3
(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. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(i) ask [for] information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K–12 S: 6–12	9781531127169	316	TWE_gr6: Speak and Listen
				9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	25	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 1
(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. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(ii) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K–12 S: 6–12	9781531127169	179	TWE_gr6: Second Read Text-Based Discussion
				9781531127169	285	TWE_gr6: Speak and Listen
				9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
(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. The student is expected to:	(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	(ii) give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	T: K–12 S: 6–12	9781531127169	285	TWE_gr6: Speak and Listen
				9781531127169	25	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 1
				9781531127169	26	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 2

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(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. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(i) express opinions ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	T: K–12	9781531127169	11	ELL Resource: Think-Pair-Share
				9781531127169	10	ELL Resource: Modeling
				9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	189	TWE_gr6: ELL Support: Speak and Listen and Write
(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. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(ii) express ideas ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	T: K–12	9781531127169	11	ELL Resource: Think-Pair-Share
				9781531127169	10	ELL Resource: Modeling
				9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
(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. The student is expected to:	(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	(iii) express feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	NA	NA	NA	NA

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(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. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(i) narrate with increasing specificity and detail as more English is acquired	NA	NA	NA	NA
(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. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(ii) describe with increasing specificity and detail as more English is acquired	NA	NA	NA	NA
(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. The student is expected to:	(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	(iii) explain with increasing specificity and detail as more English is acquired	T: K–12 S: 6–12	9781531127169	16	TWE_gr6: Speak and Listen: Focus on Analyzing Characters
				9781531127169	35	TWE_gr6: Speak and Listen: Focus on Identifying How Word Choice Reveals Point of View
				9781531127169	50	TWE_gr6: Speak and Listen: Focus on Understanding Word Meanings
				9781531127169	69	TWE_gr6: Speak and Listen: comparing Ideas Presented in Multiple texts

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(i) adapt spoken language appropriately for formal purposes	NA	NA	NA	NA
(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. The student is expected to:	(I) adapt spoken language appropriately for formal and informal purposes	(ii) adapt spoken language appropriately for informal purposes	NA	NA	NA	NA
(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. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(i) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept attainment	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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. The student is expected to:	(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	(ii) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce language attainment	NA	NA	NA	NA
(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:	(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	(i) learn relationships between sounds and letters of the English language	NA	NA	NA	NA
(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:	(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	(ii) decode (sound out) words using a combination of skills	NA	NA	NA	NA

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(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:	(B) recognize directionality of English reading such as left to right and top to bottom	(i) recognize directionality of English reading	NA	NA	NA	NA
(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:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(i) develop basic sight vocabulary used routinely in written classroom materials	T: K–12 S: 6–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	16	ELL Resource: Student Handouts: Teaching Close Reading Advertisement Activity
				9781531127169	17	ELL Resource: Student Handouts: Teaching Close Reading Advertisement Activity
				9781531127169	61-67	ELL Resource: Text structures handouts
(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:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(ii) derive meaning of environmental print	T: K–12 S: 6–12	9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	16-17	ELL Resource: Student Handout: Teaching Close reading Advertisement Activity
				9781531127169	61-67	ELL Resource: Student Handout: Text structures handouts

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(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:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(iii) comprehend English vocabulary used routinely in written classroom materials	T: K–12 S: 6–12	9781531127169	15	ELL Resource: Teaching Close Reading Paragraph 1
				9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom
				9781531127169	16-17	ELL Resource: Student Handout: Close Reading Handouts
				9781531127169	61-67	ELL Resource: Student Handout: Text structures handouts
(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:	(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	(iv) comprehend English language structures used routinely in written classroom materials	T: K–12 S: 6–12	9781531127169	15	ELL Resource: Teaching Close Reading Paragraph 1
				9781531127169	61-67	ELL Resource: Student Handout: Text structures
				9781531127169	16-17	ELL Resource: Student Handout: Close Reading Handouts
(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:	(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	(i) use prereading supports to enhance comprehension of written text	T: K–12 S: 6–12	9781531127169	20	ELL Resource: Preview the Text
				9781531127169	20	ELL Resource: Questioning
				9781531127169	61-67	ELL Resource: Student Handout: Text structures handouts
				9781531127169	14	ELL Resource: Student Handout: General Expressions in the Classroom

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(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:	(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	(i) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	T: K–12	9781531127169	88	TWE_gr6: ELL Support: Project-Based Assessments–Poster
				9781531127169	120	TWE_gr6: ELL Support: Project-Based Assessments–Digital Presentation
				9781531127169	150	TWE_gr6: ELL Support: Project-Based Assessment–Digital
				9781531127169	291	TWE_gr6: ELL Support: Project-Based Assessment–Timeline
(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:	(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	(i) use visual and contextual support to read grade-appropriate content area text	T: K–12 S: 6–12	9781531127169	16-17	ELL Resource: Student Handout: Close Reading Handouts
				9781531127169	51	ELL Resource: Student Handout: Main Idea and Supporting Details handout
				9781531127169	52	ELL Resource: Student Handout: Story Map
				9781531127169	60	ELL Resource: Student Handout: Claims, Reasons, and Evidence
(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:	(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	(ii) use visual and contextual support to enhance and confirm understanding	T: K–12 S: 6–12	9781531127169	16-17	ELL Resource: Student Handout: Close Reading Handouts
				9781531127169	51	ELL Resource: Student Handout: Main Idea and Supporting Details handout

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
				9781531127169	52	ELL Resource, Student Handout: Story Map
				9781531127169	60	ELL Resource: Student Handout: Claims, Reasons, and Evidence
(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:	(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	(iii) use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language	T: K–12 S: 6–12	9781531127169	49	ELL Resource: Graphic Organizers: Frayer Model
				9781531127169	50	ELL Resource: Graphic Organizers: Word Web
				9781531127169	413-414	TWE_gr6: Practice Performance Task #1
				9781531127169	465	TWE_gr6: Reading Informational Text, #24
(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:	(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	(iv) use visual and contextual support to develop grasp of language structures needed to comprehend increasingly challenging language	NA	NA	NA	NA
(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:	(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	(v) use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language	T: K–12 S: 6–12	9781531127169	10	TWE_gr6: First Read: Citing Textual Evidence to Make Inferences
				9781531127169	13	TWE_gr6: Focus on Citing Textual Evidence to Support Inferences
				9781531127169	316	TWE_gr6: Focus on Making Inferences About Characters
				9781531127169	43	TWE_gr6: Identifying an Argument

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(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:	(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	(vi) use support from peers and teachers to read grade-appropriate content area text	T: K–12 S: 6–12	9781531127169	410-411	TWE_gr6: First Peer Review and Final Peer Review
				9781531127169	370	TWE_gr6: Making Connections
				9781531127169	389	TWE_gr6: Text-Based Discussion (Questions)
				9781531127169	254	TWE_gr6: Third Read: Integrating Visuals and a Text
(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:	(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	(vii) use support from peers and teachers to enhance and confirm understanding	T: K–12 S: 6–12	9781531127169	254	TWE_gr6: Third Read: Integrating Visuals and a Text
				9781531127169	255	TWE_gr6: Focus on Integrating Visuals and a Text
				9781531127169	256	TWE_gr6: Speak and Listen
				9781531127169	347-348	TWE_gr6: Brochure
(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:	(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	(viii) use support from peers and teachers to develop vocabulary needed to comprehend increasingly challenging language	T: K–12 S: 6–12	9781531127169	259	TWE_gr6: Poster of Protest, #3 and #4
				9781531127169	74	TWE_gr6: Preview Academic Vocabulary
				9781531127169	213	TWE_gr6: Second Read: Focus on Analyzing Sensory Language
				9781531127169	18	ELL Resource: Teaching Vocabulary

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(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:	(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	(ix) use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language	T: K–12 S: 6–12	9781531127169	389	TWE_gr6: First Read
				9781531127169	213	TWE_gr6: Second Read: Focus on Analyzing Sensory Language
				9781531127169	6	TWE_gr6: Third Read: Focus on Why or Why not?
				9781531127169	244	TWE_gr6: Preview Concepts
(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:	(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	(x) use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language	T: K–12 S: 6–12	9781531127169	389	TWE_gr6: First Read
				9781531127169	213	TWE_gr6: Second Read: Focus on Analyzing Sensory Language
				9781531127169	6	TWE_gr6: Third Read: Focus on Why or Why not?
				9781531127169	244	TWE_gr6: Preview Concepts
(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:	(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	(i) demonstrate comprehension of increasingly complex English by participating in shared reading commensurate with content area and grade level needs	NA	NA	NA	NA
				NA	NA	NA
				NA	NA	NA
				NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(ii) demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs	T: K–12 S: 6–12	9781531127169	25	TWE_gr6: First Read: Summarizing Plot
				9781531127169	31	TWE_gr6: First Response: Key Ideas and Details
				9781531127169	44	TWE_gr6: Making Connections
				9781531127169	45	TWE_gr6: Discussion Questions
(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:	(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	(iii) demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs	T: K–12 S: 6–12	9781531127169	101	TWE_gr6: ELL Support: Practice Performance Task
				9781531127169	413	TWE_gr6: ELL Support: Practice Performance Task
				9781531127169	231	TWE_gr6: ELL Support: Write
				9781531127169	170	TWE_gr6: ELL Support: Making Connections
(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:	(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	(iv) demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs	T: K–12 S: 6–12	9781531127169	54	ELL Resource: Graphic Organizers: Taking Notes
				9781531127169	46	TWE_gr6: First Read: Understanding Word Meanings
				9781531127169	112	TWE_gr6: First Read: Determining the Central Idea
				9781531127169	52	ELL Resource: Story Map Organizer

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(H) read silently with increasing ease and comprehension for longer periods	(i) read silently with increasing ease for longer periods	NA	NA	NA	NA
(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:	(H) read silently with increasing ease and comprehension for longer periods	(ii) read silently with increasing comprehension for longer periods	NA	NA	NA	NA
(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:	(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	(i) demonstrate English comprehension by employing basic reading skills commensurate with content area needs	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(ii) expand reading skills commensurate with content area needs	NA	NA	NA	NA
(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:	(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	(i) demonstrate English comprehension and expand reading skills by employing inferential skills	NA	NA	NA	NA
(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:	(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	(i) demonstrate English comprehension and expand reading skills by employing analytical skills	NA	NA	NA	NA

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English	(i) learn relationships between sounds and letters of the English language to represent sounds when writing in English	T: K–12 S: 6–12	9781531127169	348	TWE_gr6: Brochure
				9781531127169	71	ELL Resource: Student Handout: Proofreading Checklist
				9781531127169	20	TWE_gr6: Comic Strip
(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:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(i) write using newly acquired basic vocabulary	T: K–12 S: 6–12	9781531127169	108	TWE_gr6: Writing Conventions
				9781531127169	70	TWE_gr6: Write: Intensive Pronouns
				9781531127169	80	TWE_gr6: First Response: Key Ideas and Details
(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:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(ii) write using content-based grade-level vocabulary	T: K–12 S: 6–12	9781531127169	87	TWE_gr6: #2
				9781531127169	94	TWE_gr6: The Writing Process: Brainstorming for Ideas
				9781531127169	94	TWE_gr6: The Writing Process: Brainstorming for Ideas
(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:	(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	(ii) write using content-based grade-level vocabulary	T: K–12 S: 6–12	9781531127169	96	TWE_gr6: Generate Ideas
				9781531127169	97	TWE_gr6: Organize Ideas
				9781531127169	104	TWE_gr6: #4

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(i) spell familiar English words with increasing accuracy	T: K–12 S: 6–12	9781531127169	71	ELL Resource: Student Handout: Proofreading Checklist
				9781531127169	195	TWE_gr6: Self Review: Think small
				9781531127169	206	TWE_gr6: Writing Conventions
				9781531127169	38	TWE_gr6: Memoir
(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:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(ii) employ English spelling pattern with increasing accuracy as more English is acquired	T: K–12 S: 6–12	9781531127169	71	ELL Resource: Student Handout: Proofreading Checklist
				9781531127169	195	TWE_gr6: Self Review: Think small
				9781531127169	206	TWE_gr6: Writing Conventions
				9781531127169	38	TWE_gr6: Memoir
(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:	(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	(iii) employ English spelling rules with increasing accuracy as more English is acquired	T: K–12 S: 6–12	9781531127169	71	ELL Resource: Student Handout: Proofreading Checklist
				9781531127169	195	TWE_gr6: Self Review: Think small
				9781531127169	206	TWE_gr6: Writing Conventions
				9781531127169	108	TWE_gr6: Your Assignment (continued)

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(i) edit writing for standard grammar and usage, including subject-verb agreement commensurate with grade-level expectations as more English is acquired	T: K–12 S: 6–12	9781531127169	378	TWE_gr6: Language: Varying Sentence Patterns
				9781531127169	237	TWE_gr6: Language: Using Pronouns in the Correct Case
				9781531127169	18	TWE_gr6: Language: Standard English
(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:	(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	(ii) edit writing for standard grammar and usage, including pronoun agreement, commensurate with grade-level expectations as more English is acquired	T: K–12 S: 6–12	9781531127169	131	TWE_gr6: Language: Dialect
				9781531127169	361	TWE_gr6: Language: Pronouns
				9781531127169	195	TWE_gr6: Self Review
(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:	(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	(iii) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired	T: K–12 S: 6–12	9781531127169	206	TWE_gr6: Writing Conventions
				9781531127169	363	TWE_gr6: Compare/Contrast Essay
				9781531127169	35	TWE_gr6: Language: Consistent Verb Tenses
(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:	(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	(iii) edit writing for standard grammar and usage, including appropriate verb tenses, commensurate with grade-level expectations as more English is acquired	T: K–12 S: 6–12	9781531127169	36	TWE_gr6: first paragraph through "Correct" bullet point
				9781531127169	37	TWE_gr6: Project-Based Assessments: Milestone Map

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
				9781531127169	71	ELL Resource: Student Handout: Proofreading Checklist
(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:	(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	(i) employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations	T: K–12 S: 6–12	9781531127169	378-379	TWE_gr6: Language: Varying Sentence Patterns
				9781531127169	398	TWE_gr6: Language: Commas Before Conjunctions
				9781531127169	215	TWE_gr6: Third Read: Analyzing Structure
				9781531127169	345	TWE_gr6: Write: #1-5
(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:	(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	(i) write using a variety of grade-appropriate sentence lengths in increasingly accurate ways as more English is acquired	T: K–12 S: 6–12	9781531127169	193	TWE_gr6: Add Style
				9781531127169	195	TWE_gr6: Self Review: Think small
				9781531127169	221	TWE_gr6: #4
				9781531127169	379	TWE_gr6: first bullet point
(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:	(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	(ii) write using a variety of grade-appropriate sentence patterns in increasingly accurate ways as more English is acquired	T: K–12 S: 6–12	9781531127169	378	TWE_gr6: Language: Varying Sentence Patterns
				9781531127169	132	TWE_gr6: Poetry Explanation
				9781531127169	215	TWE_gr6: Focus on Analyzing Structure

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
(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:	(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	(iii) write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	T: K–12 S: 6–12	9781531127169	68	ELL Resource: Student Handout: Narrative Writing Revision Checklist
				9781531127169	70	ELL Resource: Student Handout: Argument Writing Revision Checklist
				9781531127169	398	TWE_gr6: Language: Commas Before Conjunctions
				9781531127169	399	TWE_gr6: Literary Analysis
(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:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(i) narrate with increasing specificity and detail to fulfill content area writing needs as more English is acquired	T: K–12 S: 6–12	9781531127169	196	TWE_gr6: Final Essay
				9781531127169	405	TWE_gr6: Gather Information/Write a Claim
				9781531127169	25	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 1
				9781531127169	28	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 3
(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:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(ii) describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired	T: K–12 S: 6–12	9781531127169	399	TWE_gr6: Literary Analysis

Knowledge and Skills Statement	Student Expectation	Breakout	Required Grade Level	Component ISBN	Page (s)	Specific Location or Hyperlink to Location for Electronic Programs
				9781531127169	437	TWE_gr6: #22
				9781531127169	25	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 1
				9781531127169	28	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 3
(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:	(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	(iii) explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	T: K–12 S: 6–12	9781531127169	399	TWE_gr6: Literary Analysis
				9781531127169	405	TWE_gr6: Gather Information/Write a Claim
				9781531127169	25	ELL Resource: Student Handout: Sentence Frames for Connections Grade 6: Unit 1
				9781531127169	410	TWE_gr6: First Draft